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ABSTRACT

Included in this Atlantic Information Centre for Teachers report from a November 1969 seminar for secondary school teachers are the papers presented and brief summaries of the discussions which followed each lecture. Papers express the participant's views and identify some principles and techniques for utilization in secondary schools. It is important for social studies teachers to understand present-day transatlantic interdependence. Major emphasis is upon how the teacher can present to secondary students various historical and contemporary aspects of United States influence on Europe and how schools can provide these students with intellectual tools to understand the world as it changes. Titles under which ideas are presented include: The Socio-Cultural Impact of America on Europe; Problems of the Atlantic Economy; The American Involvement in European Security: The Impact of U. S. Foreign Policy on Europe; Symposium on the Teaching of American History; America in the Classroom: American Studies in British Schools; An American Point of View; and Comments on the Seminar. Lastly, there are several sections with source materials for the teacher and addresses for teaching aid and information. (Author/SJM)

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Teaching about the American Impact on Europe

A Report from the Atlantic Information Centre for Teachers

SO 004432

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Teaching about The American Impact on Europe

How can the teacher present various aspects, historical and contemporary, of the U.S. influence on Europe to secondary school pupils?

What books and other materials are available?

Report of an International Seminar for Teachers organised at Füssen, Germany, by the Atlantic Information Centre for Teachers, 23–28 November 1969.

Edited by James R. Huntley

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Introduction

Pressures on the teacher, especially at secondary school level, are mounting as the velocity of technological and social change increases. Whereas only a few years ago many school systems in the western world could afford to conclude the teaching of 'contemporary history' with 1945, or even 1919, the onus today is inevitably on schools to provide the pupil with intellectual tools to understand, at least to some degree, the world as it changes—and will continue to change—about him.

It used to be said that when 'Wall Street sneezes, Europe catches pneumonia'; the present equilibrium is not quite that one-sided, yet there is still much truth in the aphorism. The 'technology gap', the 'American Challenge', and the 'invasion' of American companies are familiar terms to every European who reads newspapers. Although, in the opinion of a great many, the Cold War has subsided materially, American intentions regarding troop levels in Europe are front-page news equally in *Le Monde*, the *Frankfurter Allgemeine*, *The Times*, or *Corriere della Sera*. The fuses of student revolt are lit in Berkeley and run to Berlin's Free University and the Sorbonne. Even the fashionable American concern with 'the environment' merges with a similar unease in Europe to reinforce the public impact of revelations about DDT, the death of sea birds from oil spillage, and filth-filled air which can travel thousands of miles. Although Europe's influence on America, (as it has been for nearly four hundred years) is still pervasive, World War II reversed the main direction of the flow. Since 1945 the chief news in Europe has been its American-inspired salvation or impending destruction, depending on when and how one looks at it, and on who does the looking. For modern Europeans, the pervasive, continuing impact of Europe's huge daughter across the Atlantic cannot be anything but a vital matter.

But if transatlantic interdependence means anything, it is equally important for Americans to understand the present-day influence of their New World on the Old. Canadians, because of their proximity to the Giant, have a special interest in comprehending its nature and its relationships with Canada and with Europe.

And so, regardless of one's perspective on the transatlantic relationship, it is an important matter for contemporary teachers of history, current affairs, civics, economics, and other social sciences.

Even if the importance of dealing with this subject in the schools is accepted, difficult problems in methodology remain to be solved. At what points in the curriculum does the 'American impact' neatly present itself for treatment? Out of the mass of material that flows daily through press, radio and T.V., how does one help the pupil to distinguish what is important? Where can one find authoritative materials, suitable for adolescents or for busy teachers? Is it the teacher's job to deal with the most controversial aspects of modern America? If so, how does one do so, remaining objective . . . and convincing students that one *is* objective?

These are only a few of the knotty issues which prompted the Atlantic Information Centre for Teachers to sponsor, in November 1969, a five-day seminar for secondary school teachers and administrators to discuss 'The American Impact on Europe'. Forty educators and specialists on American and 'Atlantic' affairs gathered at Haus Adlerhorst in Füssen, Bavaria, to hear papers on various aspects of the phenomenon, to ventilate their own views and experiences, and to try to identify some principles and techniques which could have fairly general utility in secondary schools.

The seminar owed a good deal of its success to the unstinting support of the German Atlantic Society (Deutsche Atlantische Gesellschaft), which through its General Secretary, Frau Ursula Fischbach-Wilke, and her staff, arranged an interesting excursion, provided instructive films and enjoyable entertainment, and in every way made the work of the Seminar easier. The Bavarian State Ministry for Education and Culture also extended a warm welcome, in the person of its Secretary of State, Herr Erwin Lauerbach, MdL., who addressed the seminar on the opening evening. The staff of European Youth Hotel 'Haus Adlerhorst' all deserve praise and thanks for their smiling service and hospitality.

No less important were financial grants from NATO and the U.S. Information Service, which assisted the organization of the Seminar and covered the cost of simultaneous interpretation.

In the following pages, we have included the papers delivered by lecturers at the seminar, and brief summaries of the discussions which followed each paper. Near the end, I have tried to make a few general comments which I hope will be helpful. Finally, there are several sections with source material for the teacher, a good deal of which was contributed by seminar participants. Mr. A. J. Partington of the Atlantic Information Centre for Teachers compiled the bibliography.

Inevitably, a seminar of rightfully independent-minded educators and specialists, on a topic with near-infinite ramifications, ended up raising more questions that it settled. The sessions were chaired by Dr. Heinrich Kronen of the Pädagogische Hochschule, Rheinland, Bro. A. F. Brennan, President of the Canadian Teachers' Federation, and Professor Giaocchino Molinini, Preside of the Istituto Magistrale in Venezia-Mestre.

JAMES ROBERT HUNTLEY.
Rapporteur General

The Socio-Cultural Impact of America on Europe

BY PROFESSOR A. N. J. DEN HOLLANDER
DIRECTOR, INSTITUTE OF AMERICAN STUDIES, UNIVERSITY OF AMSTERDAM.

There was a time when the North Atlantic could properly be considered as the division between the Old World and the New. That period is over. The North Atlantic has now become comparable to the Mediterranean in the days of Greece and Rome; it is a body of water on whose various shores are to be found the different elements of a closely interrelated society, a common civilization and culture disregarding outlines of nations. Europe is now closely linked up with 'America'—meaning in this context, the United States of America—and the influence of the U.S. is making itself felt in Europe, not least in the cultural sense.

The American Impact began after 1918

Let us not forget that American culture is a product of foreign as well as domestic influences. America stamped and transformed much that crossed the Ocean but for a long time it received rather than gave. European ascendancy in almost all fields did not disappear quickly. Only after 1918 did any significant eastbound cultural traffic ruffle the Atlantic, only since 1945 has it seemed to be borne on a steady incoming tide. If we are now accustomed to consider the U.S.A. as the richest and most powerful nation in the world, it is well to remember that Europe did not take the U.S.A. seriously as a military power till it witnessed the Civil War. As to wealth: let us not forget that for the major part of its history America was not wealthier but much poorer than Europe. It has only quite recently become a leader in technique, compared with Europe.

In this seminar we shall not pursue the influence of European culture on the U.S. This clearly is an impossible task. Paying passing attention to one or more particular phenomena may, however, stimulate thought. European influence has even been subtly active in aspects of American culture where one would least expect it, e.g. the American self-image. European thought has clearly influenced the ways in which ordinary Americans view their own society and culture.

America grew rapidly, matured more quickly than any underdeveloped country ever did. So did its thinking, its creative capacities and cultural activities. Today American thought on problems of its own society is having an enormous impact in Europe, faced with similar problems. The influence of American political thought is also clearly felt in the Old World. Not only as regards institutions and conceptions of executive power but also in ideas concerning foreign policy. The postulates Wilson and his delegation brought to Versailles may not have been purely academic and idealistic, they may have contained some Anglo-Saxon cant, yet they had a basis absolutely incomprehensible to the majority of European politicians. The American attempt to introduce morals into foreign affairs, the distinction between justice and usefulness, was the most important feature of American intervention in European affairs. The 'moral overtones' of American international politics have harassed and embarrassed European diplomats ever since.

'Americanisation' sometimes misunderstood

'Ideas have legs' but they rarely march where they are not welcome. Part of the penetrating power of products of American mental activity must be explained by the receptivity of the countries exposed to this radiation, usually because they are challenged by similar problems as were faced in the U.S. at a somewhat earlier time. The rapid increase, after World War II, of the cost of labour in Europe quickly introduced in European life many aspects of American daily life that originated several decades earlier in the U.S., simply because Americans were confronted with the high cost of labour long before Europeans were. They coped with the problem, developed solutions. While the coming of the 'selling machine', the supermarket, may be seen as an American influence, the real reasons for its emergence lie in European social and economic causes.

Many so-called 'typical American traits' are simply middle-class traits, the world over. American culture is intensely middle-class. The present revolt in the U.S. of young people against American dominant norms is therefore easily understood by young people in the Old World who want to revolt against their own establishment, their 'squares' etc., i.e. prevailing bourgeois attitudes and values directing society.

America is now the world's leader in modernity. Europeans try to grasp the implications and complications of 'modernity' with American concepts and words. In these matters America may not provide the answers we seek but it provides the questions and the means of defining them. A whole generation of young Europeans is strongly influenced by America in its attitudes and motivation. This is not surprising. Even virulent anti-Americanism in Europe is influenced by the U.S. and this too is quite understandable, because no anti-Americanism anywhere in the world is as powerful and dedicated as the anti-Americanism one meets in America.

The Role of American Books

Contemporary mass media are playing their role in the cultural impact we are discussing in this seminar. We cannot, in the time available, pay all the attention to a subject of such wide implications as one would like to do, but we must devote some passing attention to it. It has often been asserted that the exported American paperback books are one of the major influences in directing European thinking about the U.S. Much concern has been voiced by European prophets of cultural doom as to this disastrous influence but after due consideration of the matter one can see no reason for any special alarm. There is no particular American identification to the kind of escape fiction that makes up such a sizable part of the total output. It may also be pointed out that the best of American literature, traditional and current, also reaches the European reader through paperback editions and thanks to these, the influence of American literature has been rapidly growing in Europe.

The ways mass media bring their messages are sometimes curious and twisted. It is by no means a straightforward process of give-and-take. Sometimes particular phenomena carry such different implications in different cultures, that communication breaks down altogether. The lesson it provides for this seminar may be: when discussing cultural influences, one should always remember that as regards our experience with the culture of a strange country, even when one is certain of the facts, one cannot profess to be certain of the deductions. The fact without the truth is futile.

Various American authors have been gravely misunderstood in Europe, but whatever the interpretations they received in the Old World, the balance

of literary power within the Anglo-American relationship has changed markedly indeed, on the European continent. American literature nowadays seems to influence continental writers more than British authors do.

Constant improvement of transportation and communication is bringing America ever nearer to the Old World, is making its cultural impact broader and stronger. Europe, by forces that are autochthonous to it, is now also beginning to exhibit the traits of an affluent consumers' society. This is an entirely new phenomenon in its history but it would be faulty reasoning to label the new type of Western civilization in which Europe partakes 'American'. This is in spite of America's dynamism, its power as a generating centre for the change of face of our present world. Expansion of American capital, methods of production, of management go along with the spread of the new type of consumers' civilization. They have, often enough, contributed strongly to it.

Europe's 'Black America-Image'

Some of those who attribute such changes to American influence, are not loath to point to the negative side of what they view as the American impact. I am referring to the old story of Europe's 'black America-image'. Uncertainty as to the price Europe is paying for the glitter of modernity, gives rise to feelings of insecurity. These in their turn can easily turn to aggression, manifesting itself as anti-Americanism. This phenomenon merits a special discussion in this seminar as it is both a result of, and a conditioning factor in, the cultural impact of the New World on the Old. Let us not forget that collective ideas about 'America' in Europe, have always been used in Europe, between Europeans, in debates about things European. No other nation in the world has ever served thus as a symbol.

The rejection of 'America' and all it is sometimes supposed to stand for has always accompanied the rose-coloured European image of America as a never-never land. The 'Athenian Complex' of part of the European cultural élite, intellectuals and aesthetes, has its causes. It always was particularly strong in France, negligible in Scandinavia, weak in Germany, but it never was quite absent in any European country. As 'America' is always used to settle some argument in Europe, the same is true of pro-American attitudes. Post-war British intellectuals have been particularly attracted by those features of American culture which differ most sharply from the traditional culture of England.

Resentment against the impact of American culture and civilization is world-wide, but it is differently nuanced in various parts of the world. A sociological analysis of anti-Americanism is as elaborate a task as the results of it are enlightening. Let us only state that these negative attitudes teach us nothing about America, nothing about any real American cultural impact. Such an analysis does teach us a little bit about ourselves, for those of us who are susceptible to this insight. Any objective investigation of modern changes in European culture will come to the conclusion that blaming their less pleasing aspects on the great villain across the Atlantic is a futile thing to do.

Summary of the Discussion

Professor Busuttil pointed out that, while American social and political thought obviously has considerable impact today on Europe, many of the ideas originally were European. Mr. Huntley supported this view, but noted

that many of the 'original' European concepts had in turn begun with Greece, Rome or Judea. Perhaps the distinct contribution of the United States in the realm of ideas, said Professor Busuttil, was a *simplification* of and a *generalization* from European concepts, e.g., those of Marx and Freud. Professor den Hollander agreed that while many 'U.S.' ideas were originally European, it seemed fair to acknowledge that in many instances America had *applied* the ideas more broadly.

Professor Busuttil challenged the view that the Americans were mainly responsible for introducing moral concepts into international affairs. It was possible that the American 'moral approach' was sometimes a mask for what was indeed a very real interest in the Balance of Power. Professor den Hollander agreed that no nation's foreign policy, including that of the United States, can be disinterested, but he believed that the Americans had generally shown 'enlightened self-interest' which benefited others.

American technical ingenuity, said Professor Busuttil, may have unfortunate as well as helpful consequences. It is possible that Europeans seek to emulate Americans in aspiring to the 'good life' in a material sense. Might not Europe thus be returning full circle to that boredom and tristesse she has already known? Many deep-thinking Europeans fear a lowering of age-old values 'which have made Europe European', as a result of the American impact. This raised the question of taste in modern mass culture, and whether or not the teacher has a responsibility to help his pupils form their own taste. There are hierarchies in taste, observed Brother Brennan, and the teacher can hardly avoid dealing with them. Professor den Hollander was more cautious: while 'it is the teacher's function to filter down superior ideas of taste,' he warned however that for an élite to define 'the good life' could result in an 'unbearable despotism'. But we are constrained as teachers to think about the quality of life and discuss it with our pupils. Mr. Huntley suggested that the problem of taste was going to become much more important in the next few years, as burgeoning affluence and the impact of technology give people more time to fill.

The 'Americanisation' of Europe?

Professor Molinini saw the future society of Europe as tending more towards 'the mass' and to organized cooperation. In Italy, a veritable transformation of society is taking place. But, he said, as 'we in Europe still do not understand ourselves, how can we expect to understand the Americans?' Professor den Hollander suggested that the idea of a 'mass society' is a 'woolly concept'. In any case, the 'mass' is a European idea. Many European commentators, from Tocqueville to Duhamel, have tended to see the European future in America. But the process of 'Americanisation' is not inexorable; most cultures take over from other cultures the things they are about to create themselves Europeans, said Professor den Hollander are taking over the supermarket because they are on the verge of doing it themselves, but they are hardly about to adopt the relative positions of men and women in the United States. When we see developments in one part of the world paralleling those in another (e.g., the U.S.), we must be very careful in ascribing the causation.

Mrs. Wilkerson observed that Americans seem to have just as much difficulty understanding how Europeans live as the reverse; European films for example are just as poor, for example, as American films in representing life. Americans however learn much about their European heritage; Europeans learn much less about the United States. There is, commented Professor den Hollander, a 'staggering ignorance' of America in Europe.

The Impact of American Foreign Policy

The range of misconceptions about American foreign policy is great, noted Dr. Pick. President Wilson, for example, was not nearly so single-mindedly moral as popular history would have it; he was for self-determination in Central Europe, but not in Korea, for example. The messianic and utopian element in American culture is very important; Americans tend to believe they have a 'mission' and must sell 'the American way of life' at all costs. Professor den Hollander took issue: it is easy for Europeans to underestimate the 'inherited idealism' of Americans . . . the idea that a few simple truths underlie the most complex phenomena. American politicians traditionally cloak their actions in words or moralism, but these come sincerely and naturally to the mouths of Americans. Such pronouncements are not just unadulterated cant; they are *both* cant and sincere moral beliefs, at the same time.

Most Americans, suggested Mr. Edie, recognize and criticize the contradictions between their moral positions and their sometimes cynical actions. In teaching, it is important to point out the unusually complex motivation and contradictions in American life. Not only in America, but in all countries, one finds discrepancies between ideals and practices in public life.

Defending the 'Establishment'

Mr. Scarrow brought up the special difficulties faced by a Canadian teacher in trying to explain the contemporary United States. Canadian youth is highly critical; if the teacher makes observations favourable to the United States, he may be accused of defending the 'Establishment'.

Mr. Goodyear felt that teachers should encourage pupils to develop a healthy distrust of the press and other normal sources of information. Moral judgements, he believed, should be left to the pupils; if the instructor lectures 'dogmatically', he will be 'howled down' by his charges. Mrs. Wilkerson disagreed; she thought one must develop trust in students and that there are ideals which can and should be presented. Mr. Holly concurred: Only unusually advanced pupils, said he, could decide for themselves what is right and wrong in international affairs. After World War I, asserted Mr. Thorsen, there was a great swing to relativism in values. But 1940 showed us that there are times when we must decide if a thing is right or wrong. The teacher should not avoid making clear certain fundamental choices. The Vietnam War, said M. Frachebourg, has made it particularly difficult to teach dispassionately about the United States. The War is the 'main cause' of anti-Americanism among Swiss youth. It is difficult, in such an atmosphere, not only to teach objectively about the Vietnam War, but about America in general. There is no short-cut, easy answer to the question of Vietnam, from which most current anti-Americanism seems to stem, observed Dr. Pick.

In the United States, commented Mr. Edie, there is probably just as much 'anti-Establishmentism' as in other countries. He agreed that dogmatic preaching would not help. The teacher, in his opinion, should present problems as objectively as he could and then ask his students to explore all the alternatives. Professor Molinini said he did not see how the teacher could avoid questions of values; he should attempt to 'de-mystify' such subjects as politics and economics for his pupils. It was most important to develop the principles, theories, and values of an 'international civics'.

Professor den Hollander suggested that teachers try to give *facts* about the United States. Also, it could help to point out that we often expect more of the U.S.A. than of other nations.

Teaching About Controversial Topics

To teach about a controversial subject, opined Brother Brennan, a teacher must show both sides. Nor does it suffice today, as it did in the past, to tell pupils that they will 'understand later when they've travelled the same road we have', because the road they travel will inevitably be different from the one we've been on. Perhaps most essential: the teacher must get across the idea that he has convictions about serious questions, but that he will not try to impose them on his pupils.

Dr. Pick cautioned that one cannot adequately explain the American impact on Europe just by teaching American history. Some history is important, but it is also essential to understand the American predicament, and the European predicament in relation to it. To do so, one must understand contemporary American society.

Problems of the Atlantic Economy

BY THEO M. LOCH

WESTDEUTSCHER RUNDFUNK, COLOGNE

It would be unwise to think that economic problems in the Atlantic community are only a matter of economics. They are not. They are always inevitably influenced by politics. The policy of containment against Communism and the Marshall Plan, for instance, showed how much politics influenced the economic situation. During the period of the Marshall Plan, America sent $14.7 billion to Europe within five years. The results are to be seen all over Europe and especially here in West Germany. As the danger of Communist aggression decreased and as economies accelerated and showed real strength again, national interest and the nation state emerged once more onto the scene; we still are mainly concerned with these old concepts. Soon after the Marshall Plan started, Washington began to hope that economic integration in Europe could come about and that—almost automatically—this would lead to political unity in Europe. Political unity, in turn, would help Europe and the United States carry the load of responsibility for peace together. These hopes were not realized. In this early post-war period, again, there were two main concepts in economics: Europe as a third power, or Europe as a partner in an Atlantic community, with close cooperation between the United States and the West European countries.

In 1961, McGeorge Bundy, at that time President Kennedy's adviser on international security, on the heels of recommendations by the Monnet Committee, for the first time proposed that in economics all the transatlantic ties should come closer together in an economic partnership. President Kennedy, in his most impressive speech, on 4th July 1962, proposed this tremendous idea of 'Atlantic interdependence' between Western Europe and the United States. Teachers should be especially interested. This speech explains fundamental problems and throws light on our situation as it still is today. It highlights problems which we have to solve, not just today or tomorrow, but over the next 10 years.

In this speech the President urged that Europe play a bigger role, not only in defence but also in regard to economic partnership, giving aid to developing countries, trying to restrict trade barriers, and trying to help organize the system of currencies and the system of coordination of policy in the general economic framework. Later on, President Kennedy stressed and repeated these points when he visited West Germany. Here, he said that Europe should speak with one voice to be an equal partner with the United States.

To give detail to this broad political conception, President Kennedy for the first time asked for a common agreement in GATT* to reduce tariffs, not just in a selective way, but across the board. The negotiations which developed out of this proposal were called the 'Kennedy Round'. We are actually still trying to complete the Kennedy Round.

The main ideas of the Kennedy Round were as follows: (1) All members of GATT should agree to reduce all tariffs by 50 per cent. (2) There should be no tariffs whatsoever on all items of which the United States and Western Europe together produce more than 80 per cent of world production.

*The General Agreement on Trade and Tariffs, set up in 1947.

(3) Agricultural products should be free from tariffs, whenever possible. This was also true for tropical products. In addition, there were a number of measures not concerned directly with tariffs but which would help to improve world trade.

The main feature of GATT is the 'most favoured nation treatment', which is a clause giving every member of GATT all the concessions which any of the parties of GATT negotiate. If any GATT member makes a decision, which influences tariffs and trade with any other member, automatically its decision is extended to all other members of GATT. That is the reason why the Soviet Union never ceases trying to get into GATT. This clause puts a tremendous responsibility on the two biggest trading partners in the world, the United States and Western Europe. For the first time, in the Kennedy Round the United States and the European Economic Community (EEC) were sitting across from one another at the conference table, negotiating as partners. For the first time in modern history, real decisions were made, not by single European states, but by one supranational community, the community of the Common Market, which had been created by the Treaty of Rome in 1957. With the advent of the Kennedy Round, the EEC became a political partner, a political actor.

Problems of the Kennedy Round

When it comes to business, the 'Atlantic Spirit' is usually moved a bit into the backround. This was true in regard to the Kennedy Round; every partner thinks his case is a better one than the other's. In Europe we had two main problems, which our American friends didn't think were so important.

The first problem, the so-called 'disparities', meant that the average level of our general tariff was lower overall than the American. The Americans, of course, insisted that it was still a matter to negotiate, but the Europeans said we had only 7 tariff items on which tariffs were higher than 25 per cent. The United States had more than 110 items over 25 per cent and some were over 100 per cent. That made it difficult to come to a decision.

Secondly, we had the problem of 'reciprocity'; in other words, there had to be a balancing of concessions. But the European negotiating position, laboriously worked out within the customs union, could not be changed once more. This is one defect of a customs union, as a political organization. This is not the case with the United States or other states.

The Present Situation

With the advent of the Vietnam War, political factors again intervened to influence the economic situation. But this time, the effect was the opposite; the War caused Western Europe to drift apart from the United States. Europe generally disagreed with America's Vietnam policy, and more importantly, feared that the Far East was beginning to take priority in American policy. Also, and this is not only true for Atlantic policy but also for European policy, there has been a tendency to say 'Let's wait'. It's a wonderful thing for diplomats and statesmen, this 'Let's wait'. 'Let's wait until aprés de Gaulle'. 'Let's wait until after Vietnam'. 'Let's wait until after the German elections' (or the French elections, or the Italian elections). 'Let's wait until Great Britain becomes a member of the Common Market'. This political tendency makes it difficult for industries to reach decisions. American industry showed more courage than European and was more eager to take risks in the growing Common Market. Here, Servan-Schreiber's best-seller, *The American Challenge*, becomes relevant.

While the economic situation in the States still influences in a significa.. way the situation in Europe, the reverse is now also true. Europe is now much stronger economically than before. But the policy of the United States can still lead to international crises. One thinks especially of the field of currencies. The President is now trying to balance the budget of the United States Government, but he has some difficulties to overcome. The deficit went up from $3.3 billion in 1956 to $25 billion in 1968. The American growth rate is slowing and inflation continues. Of course, this inevitably has harmful effects in Europe.

Non-Tariff Barriers to Trade

In regard to trade in the Atlantic community, President Nixon has recently attacked one of the major symbols of protectionism, the so-called 'U.S. selling price' system for chemical products. Now for us Germans—and for other Europeans—the selling price system is a symbol of something important. The selling price system is actually a 'wonderful idea', developed by the United States, on how tariffs, even if once dropped through negotiation, can be re-imposed when the goods arrive at the border. You simply take the difference between the domestic price of your own product and the price of the product you are importing and declare this difference as a necessary tariff you must put on the foreign products. This makes for much higher tariffs, as you can have, say, a 5 per cent or 10 per cent tariff and then you take the difference (as outlined above) and add that, and you have arrived at the selling price. Germans, of course, are concerned because we are a heavy exporter of chemical products to the United States. Britain is also seriously affected. Until the selling price system is eliminated, many other decisions of the Kennedy Round, not with respect to general tariffs but in other special fields, will not be carried out.

President Nixon has proposed the abolition of the selling price system. He has also suggested tough counter-measures against countries discriminating against U.S. exports or subsidising their own exports. The United States, he said, expects reciprocal action. He also said that we will have to do something about road taxes.

It is a fascinating story how governments and politicians are able to invent the most obscure ideas to take money away from the foreigners who try, from outside, to sell goods in their countries. It's unbelieveable. The ubiquity of these 'non-tariff barriers' to trade means that EFTA*, another European club of nations trying to eliminate tariffs, is still not enough. It is not enough to concentrate only on tariffs because governments know how to detour around tariffs and still get the same results.

The new Trade Act proposed recently by President Nixon is not the final answer to what should be done in the field of Atlantic trade, but the President is at least trying to get a new mandate from Congress until 1973 for tariff bargaining. Kennedy used such bargaining power to cut tariffs and Nixon hopes to have this power renewed. He wants a new start in the reduction of present tariffs by 20 per cent, plus measures against unjust restrictions on American exports. However, Mr. Nixon's efforts appear timid, as it is hard right now in the United States to sell liberalism; protectionism is again on the upswing.

*EFTA: The European Free Trade Association, formed in 1960 by Denmark, Norway Sweden, Switzerland, Austria, Portugal and the U.K. to eliminate tariffs on industrial goods traded among them. Finland is an associate member, and Iceland became a full member in March 1970.

American Investment in Europe

The second really important American issue for Europe and for the Atlantic community is the problem of overseas investment. In this field we Europeans should not be over-nationalistic. I think it's good that American capital is exported to Europe, and I think much more European capital should go to the United States. Generally speaking, the two-way flow of capital will serve to bring the economies together. But it is another problem if it becomes too one-sided. Unfortunately, a balance has not been achieved.

The United States is still investing in Europe on a big scale. The anticipated rate of increase for 1969 is about $3 billion, even more than in 1968.

We in Europe are also quite concerned, that American business is concentrating in certain fields. If one takes the percentages of American ownership together, we shouldn't worry at all about American industry in Europe, but American business concentrates on sophisticated business, on oil and on technology. Computers in Europe are about 80 per cent American. In 1968, 366 European enterprises were bought by Americans.

These two transatlantic problems, trade and investment of capital, have to be solved in a better way.

The European Economy and the E.E.C.

The European economy, with one eye across the Atlantic on the United States, has shown a growing tendency to go its own way. At the same time, the situation has changed as Europe, especially in Britain and in the member states of the Common Market; they have reached higher economic standards, which are to be compared with the United States in certain fields, although not in all, by any means. There is always a danger that national tendencies will win out again in Europe. These so-called national interests are usually more or less the interests of a certain profession, or a particular industry, within a particular national community. I refer not only to farmers, but farmers are able to make a good deal of noise. United States farmers can start a 'chicken war' in the Atlantic community, and they are able in Germany and France to start even more trouble. But the farmers are only one group among many who carry this kind of weight.

National interests dominate in Europe of the Common Market, at least they have become stronger since the advent of General de Gaulle. The Community itself is in a permanent state of crisis. The majority vote in the Council of Ministers, one of the big political (not economic) reforms in Europe, has been abandoned. We have strong tendencies towards the weakening of supranational organisations like the E.E.C. Commission. We have a European Parliament with nothing to say, and at the same time we have transferred powers from national parliaments to bodies, like the Commission, which sit together at the conference table and make decisions which no parliament whatsoever can control. It is my hope that Great Britain and other countries will come into this Community, because the problems I cite are not just problems for the present members of the E.E.C. We have seen a growing discontent of Five members with the Sixth country, so long as there appeared to be a permanent veto of the membership of Great Britain.

Agricultural Policy

The main conditions for agricultural policy for the Common Market are these: First, a common agricultural policy requires a common agricultural market, with a common market organisation and common prices for the most important items. Second, it requires a common agricultural trade policy

towards third countries; and here our troubles begin with regard to the United States, and to other countries, especially to tropical countries. Third, and this is a touchy point, the selling priority for the production of the E.E.C.'s agricultural products should be kept up. Fourth, and finally, (and here the French have a special interest): the common financing must have guarantees for prices and sales and for improvement of the agricultural structure.

The reasons for the main difficulties are apparent if one considers some statistics. The value of agricultural production in the Common Market amounts to $30 billion or 120 billion Deutsche Mark per year. Out of this $30 billion agricultural production, 37 per cent is French, 31 per cent is Italian, 21 per cent is West German and 11 per cent is Benelux. We have now in Germany a policy which guaranteed certain prices, bolstered by the farmers' lobby, in their interest. The Federal German Government has seen to it that these prices, especially the common price for wheat, were fixed at a high level. This led to surpluses.

The E.E.C. Commission has stated that we have in Europe 3,000,000 cows. They started to kill a half million of these cows this winter, paying money to the farmers who are willing to have their cows killed. So 500,000 cows will not see the next spring.

We have 320,000 tons of butter stored in the storehouses of Europe. We have to pay 1.2 million DM per day in storage costs, and still the surpluses go up. Such a policy cannot be right. From 1960 to 1970 we have paid out of the common agricultural fund of the E.E.C. 2 billion DM for the surpluses. In 1970 we will pay 12.9 billion DM and if it goes on, and not enough cows are killed, more butter piling up, etc., we will pay in 1972–73 14 billion DM for surpluses. This is indeed a problem to be solved.

Currency Reforms

No less important are the problems of currency reform. We have had five serious international crises in our Western currency system. The difficulties can only be solved by true Atlantic cooperation. There is a plan to bring in a new reserve currency known as Special Drawing Rights. This decision of September 1969 is of historic importance. No longer will the supply of acceptable international monetary reserves have to depend on the United States balance of payments and on gold production in other countries.

It is important—even essential—for teachers to get across the main facts about European and Western economics as a chief element in our political cooperation. Mark Twain was right when he said, 'Politics would be so simple if politics were not carried out by human beings'. I think it would also be true to alter this saying to read: 'Politics would be easy if the burden of economics were not the most important part of it'.

Summary of the Discussion

Comments by Mr. S. F. Goodyear : The great detail involved in economics often makes it seem to pupils more formidable intellectually than it is. The teacher's job is to cut through the mass of statistics and the esoteric techniques and present the pupil with a few clear principles and concepts. These might include the following sorts of ideas:

(1) With American investment capital comes business and industrial knowledge and practices that are of immense value to Europe.

(2) EFTA, with more limited aims than the Common Market, nevertheless has succeeded admirably and proven that seven European nations can create a tariff-free area for industrial goods.

(3) Reducing tariffs does not get rid of all the important barriers to freer trade; various kinds of national taxes, government buying policies (the 'Buy American' provisions of the U.S. Government, for example), and the wording of tariff classifications are all important examples of non-tariff barriers.

(4) The problems of protecting and supporting national agricultural industries are manifold but they differ from country to country. These variations in themselves mean that agriculture poses a significant barrier to full economic integration, perhaps even greater than do industrial differences.

General discussion : There was some discussion of 'Eurodollars', which are U.S. dollars deposited in banks in Europe. A freely convertible currency, the Eurodollar has become one of the important means for financing business expansion and making international payments.

It was pointed out that recent European attempts in the direction of economic autarky have proven unworkable. France had tried, under de Gaulle, to become self-sufficient with respect to nuclear power, but now appears to be returning to a policy of cooperation within EURATOM and with civil agencies and private firms in the United States. The nations of Europe, and even the United States, have little choice but to move ahead in an ever-deepening pattern of economic collaboration.

While the fractured nature of European markets is an important obstacle to economic progress in Europe—and a powerful argument for completion and enlargement of the Common Market—the nature of the research and development effort, the entrepreneurial intrepidity (or lack of it), and out-moded management methods in Europe are also key factors.

Dr. Kronen suggested that instructors should teach about economics as a series of ever-broadening circles, step by step: first, the national economy, then Europe, then the transatlantic, then finally the world economy. The fulfilment of this task will require massive new educational investments, to retrain teachers, adjust the curriculum, and develop new materials.

The American Involvement in European Security

BY OTTO PICK

READER IN INTERNATIONAL RELATIONS, UNIVERSITY OF SURREY

To say that the political and military impact of the United States on Western Europe since 1944 has been profound and far-reaching is to state the obvious. From the European point of view, however, there are several psychological factors deriving from this relationship which have to be considered and explained.

The first of these arises from the simple fact that in military terms, the security of Western Europe depends on the United States. Today the direct Soviet threat to Western Europe is no longer seen in crude military terms, but in the 40's and early 50's it seemed real enough. Given the nature of the military potential of the U.S.S.R., and having regard to the high cost of a really credible strategic nuclear deterrent, Western Europe's reliance on the United States is almost absolute. The American nuclear sword has for twenty years provided the ultimate rationale of the Atlantic Treaty system and despite numerous attempts to create the appearance of some kind of European participation in nuclear decision-making within NATO, the reality remains unchanged: the nuclear fate of Western Europe is in the hands of the decision-makers in Washington and Moscow.

This type of relationship has triggered off a reaction based on resentment, which paradoxically has grown proportionately to the economic progress of Western Europe. The fact, that present economic standards in Western Europe are to a considerable degree due to the security provided by the American guarantee as embodied in the North Atlantic Treaty, is generally ignored, and communities with highly developed economic muscle-power find it irksome to have to play the role of client-states in the military sense. It is true that in theory Western Europe is economically strong enough to stand on its own feet, and it could even develop a fairly credible West European nuclear deterrent, but the cost of such a policy would inevitably inhibit the economic situation within Western Europe and could not withstand the verdict of the ballot box. Furthermore, nuclear cooperation in Europe would have to be based on a degree of political integration which at the moment is certainly not possible.

The American Nuclear Guarantee

In discussing the American nuclear guarantee, its credibility must be taken into account. General de Gaulle was not alone in his belief that the Americans would be reluctant to implement it merely for the sake of Western Europe. In other words, they would not engage in a strategic nuclear exchange with the U.S.S.R. just on a purely European issue—they would not risk the destruction of New York to preserve the integrity of Paris. American assurances to the contrary have been received with some scepticism. The doctrine of flexible and graduated response, introduced by the Kennedy Administration has further detracted from the credibility of the U.S. nuclear guarantee, simply because it is really impossible to lay down the criteria for a *nuclear* casus belli. The argument is that in view of the non-nuclear inferiority of the Atlantic powers (which however is not as marked as is

generally believed), a gradual erosion of the Western position in Europe could be achieved.

There is another side to the nuclear medal, stemming from the fear that America's allies in Europe could be involved in a conflict arising from some extra-European cause. This is coupled with the knowledge that Europe would be the most likely nuclear battlefield, and—in logical contradiction to the doubts about the Americans' readiness to implement their nuclear guarantee—there are some who are alarmed by the prospect that the strategic missiles may be unleashed too soon. The meeting of NATO's Nuclear Planning Committee, held in Washington, D.C. in November 1969, took account of this problem; one of the proposals which emerged from it was for a 'warning shot' of a tactical nuclear nature in case of a major conflict in the hope that this would force the other side to think seriously about negotiations. Even if the destruction between 'tactical' and 'strategic' nuclear shots is accepted, this type of proposal would seem to be little more than an attempt to assuage European fears.

To European ears, this kind of discussion appears to be excessively theoretical. While, after Czechoslovakia, it is accepted that the Russians will use force, if necessary, to maintain the status quo, there is little fear that they would attempt to upset the status quo by forcible means. The whole military argument, therefore, tends to be regarded as academic and the states of Western Europe clutch at the new image of multipolarity, believing that each one of them can develop independent initiatives towards the East. Within the limits of the present international system this would appear to be true, but there is the danger that in pursuing multipolarity we may lose touch with the reality of the super-power consensus which favours the status quo.

A new relationship?

Several of the countries of Western Europe have had an imperial past which has now become part of history. The only imperial powers today are outside Europe, and this causes some resentment in the old continent. The U.S.A. stands at the top of the international hierarchy, she is a world power with global interests. The days of the somewhat narrow Atlanticism of the early Truman years are gone, never to return. For America, Europe is only one of the many areas in which American interests are engaged and to which American resources must be allocated.

While the Europeans criticize American policies on areas such as Vietnam on grounds of morality and political expediency, they expect the American commitment to Western Europe to remain unchanged. This is illogical—and the Americans will, of course, determine their own priorities.

There is a reluctance in the United States to maintain the military commitment to Europe indefinitely at its present extent. In this context, the image of multipolarity is useful, as it can be used to persuade the Europeans that they could pursue their own policies more easily if the ties of the Atlantic partnership were to become somewhat looser. The possibilities of American neo-isolationism must not be overlooked—it feeds on the frustrations of the Vietnam War and on the feeling that America's resources should be concentrated on seeking solutions of her own urgent domestic problems. The momentum of withdrawal may ultimately be extended from South-East Asia to Western Europe.

American expert opinion does not accept the view that Western Europe is virtually defenceless in conventional terms. This is based on the argument that the U.S.S.R. alone has 140 divisions, compared with 46 NATO divisions

ready for early deployment, and that the Soviet potential to deploy reserves far exceeds NATO's capabilities. The Americans argue that since NATO and Warsaw Pact divisions are different in size and composition, manpower under arms is a more revelant criterion. In Europe NATO has 900,000 men in division forces, against 1 million Warsaw Pact soldiers. These totals include five French Divisions, and the Czechoslovak and Rumanian armies. The Americans claim that the Soviet reserve potential is exaggerated (any mobilization would be detected and would give ample warning time to NATO), they admit that West European reserve units are poorly trained and equipped. This, in the American view, can only be remedied by the Europeans themselves. The American component in NATO is considerable, even if one leaves out the nuclear might of the Strategic Air Command, the ICBMs and the Sixth Fleet. The U.S.A. has at least 7,000 nuclear weapons deployed in Europe. U.S. ground forces in Europe total about 5⅓ divisions, with another 2⅔ divisions in the U.S.A. earmarked for immediate back-up support. The Air Force components are in proportion to this commitment, and the most recent total of U.S. forces deployed in the North Atlantic area, including Spain, Canada, Greenland and Iceland, the Middle East and North Africa (but excluding the U.S.A. itself) was 338,000. The well-known defence analyst, Alain Enthoven, wrote in October 1969 issue of the authoritative quarterly *Foreign Affairs*, that these forces create a net deficit in the American balance of payments of around 1 billion dollars a year. Put in these terms, the American case for a new look at the deployment of American resources seems unanswerable, and the Europeans ought to consider the position in this light.

Moscow and Washington

However, the most ambiguous aspect of the American-European relationship stems from the relative impotence of Western Europe to influence the special relationship between Washington and Moscow.

The U.S.A. and the U.S.S.R. have found this common ground in their desire to prevent nuclear war, to avoid any situation which could lead to it and to limit local quarrels which could drag them into trouble. Both the U.S.A. and the U.S.S.R. are, of course, primarily motivated by the pursuit of the most basic national interest: self-preservation. Yet in this respect, because of their almost exclusive power, they act as trustees for the entire international community. At present the other nuclear powers do not really count. In relative terms, Britain and France have not succeeded in stemming their economic and military decline and China is still in the early stages of missile development.

Ultimately the super-powers must talk in isolation. President Johnson seemed to be excessively aware of this, and almost right to the end of his administration, and despite the Czechoslovak tragedy, he sought an opportunity to go to Moscow to talk about missiles with the Soviet leaders. President Nixon also intends to 'negotiate hard, tough and realistically, just as they are hard, tough and realistic', but he seems more aware than his predecessor of the limitations of American power. At least he went to Europe to listen to his allies' views before embarking on his bid to talk to his negotiating partners in Moscow.

When an American President wants to talk about nuclear arms, he has to turn to Moscow—at the moment there is no one else he can really talk to. The area of interest common to the U.S.A. and the U.S.S.R. represented by their determination to prevent nuclear conflict is reflected by their desire

to stop the proliferation of nuclear weapons, mainly because they share the fear that more fingers on the trigger would add to the risks. Among the lesser nuclear powers, only Britain has accepted the policy of the super-powers. China and France reject it, and many potential nuclear powers, such as India and West Germany, are critical. Yet the Americans persist in their determination to push through the Non-Proliferation Treaty in agreement with the Soviet Union in what, in the face of China, may be a vain attempt to preserve the nuclear duopoly. Nuclear disarmament is included in the brief of the 18-nation Disarmament Committee set up by the United Nations, but as long ago as the winter months of 1966–67, the United States and the Soviet Union began bilateral negotiations about nuclear non-proliferation, which led to agreement on a draft treaty in January 1968. The pattern and the motives were similar to those which led to the conclusion of the partial nuclear test-ban treaty in 1963.

During the election campaign, Mr. Nixon spoke about postponing the ratification of the Nuclear Non-Proliferation Treaty because of the Soviet intervention in Czechoslovakia. Yet in February 1969, within days of taking office, he sent a request for ratification to the United States Senate on the grounds that 'I believe that ratification of the treaty at this time would advance this Administration's policy of negotiation rather than confrontation with the U.S.S.R.'

In a comparison of the missile balance, the two super-powers are completely on their own. President Johnson, in his last year of office, worked hard to reach some kind of agreement with the Russians on limiting further missile development and perhaps arriving at an understanding about actual reductions in existing missile strengths and about a moratorium on the development of anti-ballistic missile (ABM) systems. The Americans were discouraged by the Czechoslovak crisis, and the Russians were not too anxious to engage in discussions with a 'lame duck' Administration. But almost immediately after the election of the new President, the Soviet government returned to the charge. Mr. Gromyko, the Soviet Foreign Minister, said in Budapest on 18 November, 1968 that the quest for détente must not be abandoned, and on 20 January, 1969 a Soviet Foreign Office spokesman announced his government's readiness to start talks on missile limitations; and the first moves towards Strategic Arms Limitation Talks are currently in progress.

The underlying motive of both super-powers in seeking ways and means of retarding the missile race is economic. Full ABM programmes would be ruinous for both sides and would entail a diversion of resources which are urgently needed for more productive purposes. Given their present capacity, adding weapons to the arsenal of either the United States or the Soviet Union would not make either of them stronger, if only they can agree on regulating the pace of nuclear armament. Neither side is thinking of complete and unlimited disarmament. As the relative stability of their mutual relationship depends largely on the weaponry they could deploy, their careful overtures seem unlikely to disturb the status quo to any great extent.

The Europeans are therefore not entirely wrong when they speak of a Soviet-American condominium, and they cannot really be blamed for resenting it. However, it must be realized that this originates in the conditions of nuclear weaponry and the logic of containment. Essentially, the Czechoslovak crisis of 1968 proved that containment works in both directions.

The super-powers compete, but they do have a range of interests in common. These extend far beyond Europe, where they are content to see the status quo maintained. Their attitude on arms limitation has been men-

tioned. Both want to exploit the Middle East situation, while preventing it from blowing up in their faces. In Vietnam the situation is more complex, but even there it can be argued that the U.S.S.R. has been careful to use its influence to keep the war at a conventional level, which admittedly has operated to the detriment of the American position.

A new dimension has been added by the Sino-Soviet quarrel, which will turn the bipolar balance into a triangular relationship. The temptation of any side of this triangle to play an old-fashioned balance of power game may become irresistible.

Basically, the two super-powers have a common primary foreign policy goal in their desire to prevent a nuclear war, an aim which is certainly shared by all European states. However, they can at best play a secondary role; the real responsibility is shared by the U.S.A. and the U.S.S.R. Furthermore, many of the issues of common concern to the Americans and the Russians lie outside Europe, not least their preoccupation with China.

The Europeans may therefore increasingly feel excluded from the super-power dialogue, and the impact of this trend will inevitably add to the ambiguity of the American-European relationship. It may push Europe toward 'third force' policies, although these would appear to be somewhat unrealistic in the light of the present state of the power balance and of its possible evolution in the future.

How can these fundamental and complex issues be explained in the school?
There is no easy way of teaching about this aspect of America's relations with Europe. Our schools lack teachers with training in political science and international relations, but the pupil must be brought to understand the working of the international system. He must have some grasp of the hierarchical nature of the community of states, of the concept of national interest and of the very difficult intricacies of the theory of nuclear deterrence to appreciate U.S. actions and European reactions.

In an ideal school environment, this would be the task of the political scientist, while the historian would present an analysis of events at least since 1945, but preferably since 1917 when America first intervened in the affairs of Europe. The internal development and current problems of the United States must also be studied in order to explain the possible conflict between domestic needs and foreign policy aims. An understanding of the working of the American economy and of the machinery of government is also essential.

The teacher's task in this respect is daunting in its magnitude. There are few adequate textbooks, and what is even more important, there is difficulty in fitting a study of this kind into the already overloaded school curriculum. Fundamental questions of methodology arise—for example, would a co-ordinated multidisciplinary approach provide the answer? If our education systems on both sides of the Atlantic are to educate the younger generation to think about fundamental questions of foreign policy, the American-European relationship must be discussed and explained.

Summary of the Discussion
Comments by Mr. C. Lindhardt Hansen : NATO has been so successful that now it is considered by some as unnecessary. It is taken for granted, but to abandon it would be like closing down the fire services because a town had experienced a long period without a fire. Support for NATO, which had been waning, was strengthened by the Russian invasion of Czechoslovakia.

American political and military leadership has tended to predominate because the European governments and peoples are still too nationalistic and parochial in their thinking. But the world is too large for one power to keep it in order; we are thus living in the aftermath of a 'Pax Americana'. We have seen the limits of nuclear power: it cannot be used to impose a solution in Vietnam or to prevent a Russian invasion of Czechoslovakia. Nuclear power is good only to balance nuclear power.

In Danish schools, instruction in world politics and strategy falls under the heading of civics, which is the province of the history teacher. The lack of good textbooks in this field and the teacher shortage are both obstacles to an adequate programme of instruction.

General discussion: Dr. Pick called attention to the developing Soviet presence in the Mediterranean and the Arctic, both evidence of their expanding maritime capability. In the Middle East, the super-powers confront one another through proxies, as they do in other parts of the world. If a proxy goes our of control, the dangers of a large war can be immediate. To contain this kind of threat is the chief argument for alliances such as NATO today, not the ideological danger of communism, which has been rendered unimpressive by the fracturing of the monolith. The argument for NATO now is a rational, not an emotional one.

Containment works in Europe, but outside (as in Vietnam) one side or the other may try at times to breach the line.

Dr. Ribeiro dos Santos pointed out the difficulty the teacher faces in finding a way for his pupils through the thicket of false impressions and inadequate information provided by the press. This is all the more reason, suggested Dr. Pick, for teachers to inject *analytical considerations* into the classroom; only with some grasp of these can pupils be equipped to judge the varying points of view on a given problem. It is also the teacher's task to set forth these varying points of view.

Mr. Thorsen recommended that teachers do their best to strip economics, politics, and strategy of their lofty jargon; Dr. Pick said he was confident this could be done if teachers would (1) stick to basic principles; (2) explain how states behave internationally; and (3) provide necessary backround on the internal politics of contending states in a given situation.

Mrs. Wilkerson cited the fears and confusion of students confronted with the totality of a problem-ridden world; it is difficult to give them hope. Dr. Pick suggested that it is no good for children to say 'this is not the kind of world we want' if they don't know what reality *is*. Today's child reacts negatively because the system has taught it to expect more than the system can deliver. The teacher should not try to teach about utopias, but instead deal with *reality*.

Prof. Molinini observed that it seemed natural for pupils today to have different standards than adults. It is not the teacher's job to coerce his pupils to adult standards. He should rather show respect for the pupils' right to his own views and norms and at the same time insist on respect for those of adults. Teachers should not be afraid of discussing values and standards, or of letting pupils know what they personally believe.

Mr. Goodyear observed that children tend to think in terms of black and white; they must learn that some problems cannot be solved, and that more than one consequence can often result from a chain of events. Dr. Pick mentioned the utility of 'gaming' or 'simulation' techniques in teaching about international politics. M. Frachebourg acknowledged the usefulness

of these and other methods for introducing 'reality' into such teaching, but warned that one may encounter resistance from the young based on strong pacifist attitudes. Dr. Pick answered: these are not mainly, or even necessarily, 'war games'. One can play a stimulating game, for example, about a simulated collapse of the British economy.

In discussing NATO, Mr. Nielsen observed that the European members should have the right to criticize. Dr. Pick agreed, but added that they should realize that the United States will have to go ahead and do what it must, in terms of its own national interest. Mr. Huntley suggested that while both these statements were valid, the full truth required still a third dimension: consultations in NATO often had an effect on American policy (or on the policies of others); it was sometimes altered from what it would have been, had the consultations never taken place.

Dr. Pick remarked that the 'status quo' in Europe hadn't worked too badly; there had been no major war in 25 years, and no war in Europe. And at least on European matters, political consultation in NATO works reasonably well.

Teaching American History

SUMMARY OF A SEMINAR DISCUSSION

The aim of teaching history, suggested Dr. Howorth, should be to explain more easily the present situation of the world's peoples. Dr. Pick added that history also is an excellent means of showing the relationship between cause and effect.

The Approach to American History

To M. Frachebourg, the image of 'technology gaps' and other gaps or 'lags' is not very useful for teaching. The elements of rapprochement between Europe and America offer an easier point of departure. Thus for Swiss pupils, American federalism vs. Swiss, or the American Civil War vs. the Swiss, offer more natural approaches. European pupils can better comprehend American experience by making comparisons with their own national histories. Having stressed the similarities, one can then proceed better to explain the differences.

Dr. Howorth said that in his teaching he tries to show the influence which the U.S. constitution had on the drafting of constitutions in several European countries.

Mr. Watson observed that his pupils seem keener to learn about U.S. history than their own, but are even more interested in international affairs as a whole.

The 'common history' approach could be very useful, suggested Mr. Edic. In his teaching, he dwells on such interrelated experiences as the struggle for human rights, beginning with the Glorious Revolution in 1688 and the revolutions of the 18th and 19th centuries, up to recent U.S. Supreme Court decisions.

Mr. Scarrow used the same approach with respect to constitutionalism. For Canadian pupils, British-American-Canadian historical comparisons in this field are instructive. Towards the end of this unit, his pupils study the 1948 German Constitution. Finally, his students draft their own version of a new constitution for Canada.

Prof. Molinini observed that this kind of approach really involved the teaching of civics, a subject of growing importance and, in Italy, one difficult to teach.

Teacher Training and Teaching Materials

Mrs. Wilkerson believed that the British teacher was not well-prepared to present American history; he must therefore largely teach himself. This had the advantage that his knowledge would tend to be fresher. Unfortunately there was a dearth of suitable materials, whether for teacher or pupil. USIS materials, especially films, once readily available, were now in extremely short supply.

Dr. Schacher felt that American history textbooks available in German, while suitably pitched from the point of view of vocabulary level and language, were too simple intellectually and were boring to older pupils. Generally, he deplored the lack of adequate, accessible, sufficiently high-level material. He also stressed the need in non-English-speaking countries for coordination between teachers of history and teachers of English.

Dr. Pick reminded the Conference that in some West European countries

there is a branch of the European Association of American Studies, a helpful source of guidance with respect to available materials. (See p. 58 for addresses of E.A.A.S.).

Multidisciplinary Studies

There is a strong trend towards combining several social sciences in the approach to fundamental human problems, noted Mr. Schemmer. The disciplines of geography, economics, sociology, and political science are all valuable tools for the teacher who wants to explain America. Mrs. Wilkerson demurred: history itself, said she, is already an interdisciplinary subject, by its very nature.

Brother Brennan observed that some years ago history and geography teachers began to disappear, replaced by 'social studies' teachers. Now, however, this trend is reversing itself. Mr. Schemmer agreed; in his opinion, this return to an earlier scheme had been forced on schools by Canadian universities, who did not want to prepare broadly-versed social studies teachers. The alternative for the schools, however, is not to drop the multi-disciplinary approach, but to introduce where appropriate 'team teaching', in which specialists in the various disciplines combine to analyze different aspects of a given problem.

Dr. Pick cautioned that historians not be left out of interdisciplinary schemes. Also, team teaching itself requires special training. The Atlantic Information Centre for Teachers once put on a conference on the inter-disciplinary approach, with discouraging results. In theory, there is someting to be said for the principle; in practice, it can be difficult.

American Studies in British Schools*

BY J. R. AVERY

HEADMASTER OF HARROW COUNTY SCHOOL FOR BOYS, ENGLAND

> 'Who are you indeed who would talk or sing to America? Have you studied out the land, its idiom and men?'
>
> Walt Whitman

A puny infant not long ago, American Studies in Britain are approaching manhood. Part of the credit for their progress in the schools must go to skilful and assiduous nursing by the British Association for American Studies, the Universities, Colleges of Education and the United States Information Service, all aiming at equipping and encouraging the teacher in the classroom. American Studies, however they may be organized or defined (and Americans find this task as stimulating and challenging as we do), have an inherent importance because of the very large place that the U.S.A. holds, not only in world affairs, but also in Western culture and especially in the culture of the English-speaking world. American subjects are fully justified by their own educational and cultural value. Utopia of the Radicals, Babel of the Conservatives, the state of the Union is clearly a matter of our deepest concern, but is too often the occasion for comment on the lowest possible level.

A picture of the extent and nature of American Studies in British Universities, Colleges of Education, and secondary schools in 1963 was drawn by Mr. J. M. Potter, Reader at the London School of Economics. His findings were discussed by an Anglo-American Conference at Ditchley Park, which made many useful suggestions. It seemed that in the grammar schools some 30% rated 'good to excellent' for their work, 40% 'fair to satisfactory' and 30% 'poor to non-existent'. In the Secondary Modern Schools there was 'great interest'. When B.A.A.S. held its last course for Teachers in Schools and Colleges at the University of Sussex it was clear that there had been a significant and encouraging expansion in American Studies in a number of schools and this was the subject of a recent survey conducted by the Gallup Poll, the detailed results of which are still being assessed. No men can have worked with more dedication to dispel false impressions of American scholarship than Cultural Attaches of the calibre of Dr. Cleanth Brooks and the late Dr. Edward D. Myers. The enthusiasm at Sussex was heartening and a convincing reflection of the progress made since the Exeter University Conference for teachers of 1962.

Teaching American History

American history teaching has developed well, and is soundly based in many grammar and comprehensive schools offering students for both Ordinary[1]

**Editor's Note:* Teaching about the American impact on Europe must in the first place flow from an understanding of the American system and American culture. The problems, and solutions, outlined in this paper from a British point of view, are not unique; similar issues are currently being discussed in other countries.

[1]Ordinary Level Examinations are set by University Boards and taken by grammar and abler secondary school pupils, usually in their 5th year. They provide minimum qualifications for entry to colleges and professions.

and Advanced[2] Level papers. Outline histories of the U.S.A. from 1760–1941 or Special Subjects such as the American Revolution are frequently taken. Schools with enterprise ask G.C.E. Boards to set examinations on special American papers drawn up by the Schools themselves. The exciting growth of 'O' Level papers on recent world history means that more fifth form boys and girls will at least be studying the major features of United States' domestic and foreign policy in the twentieth century from Versailles to Vietnam. The Certificate of Secondary Education[3] Modes I and II is not offering American subjects to any marked extent, but several Regional Boards have schools entering candidates for special Mode III papers in which 20th Century American History figures prominently. No one who has had the pleasure of listening to Fourth Formers hotly debating the Civil War or has discussed with Sixth Formers the problems posed by great men like Lincoln or Franklin Roosevelt can doubt the essential worth and enjoyment of studying some American history. If a textbook used in American schools is available, so much the better for comparisons in approach. The Historical Association in Britain has also given good support to the cause. An imaginative and successful approach for both Junior and Senior Students to emulate has been pioneered by Fieldston School, New York, recording folk songs and documentary material to illustrate topics from American history.

American Literature

In Literature the picture is a little disappointing for teachers aiming to help with three main aspects of their pupils' lives; pleasure, experience and sensibility. All too often there is prejudice and ignorance about the achievements of American writers in the present century and a pettifogging criticism about the 'Americanisation' of the English language. G.C.E. examinations often regard American authors as 'foreign' anyway but conscript a few books for study with all the high-handedness of an English man o'war impressing American seamen before the War of 1812. There appear to be no separate papers fostering the separate study of American Literature in its own right. Yet many teachers are *fostering* an appreciation of American poetry through the writing of men as varied as Ezra Pound, William Carlos Williams, Robert Frost and Alan Ginsberg. Enthusiastic and intelligent students find much absorption in the novels of Hemingway or Steinbeck, yet surely the literature that speaks most clearly to the youth of today is the literature that is being written today—Salinger, Bellow, Baldwin, Updike, Styron, Bradbury. *To Kill a Mockingbird* is being used in some C.S.E. papers as a set book. The annual Conferences held by the *Critical Quarterly* show the keen appetite of Sixth Formers for American literature. The study of individual American books is increasing but apparently not to the same extent as the study of history.

U.S. Geography

The U.S.A. and North America fare much better generally in the hands of the Geography teacher; there is good treatment of regional subjects in G.C.E. and C.S.E. papers. One of the most interesting recent developments in

[2]Advanced Level Examinations are set by University Boards, taken by the ablest secondary school students usually in their 7th year, after two years in the Sixth Form. Passes in two main 'A' Level subjects are the minimum qualifications for entry to University, plus 'O' Level passes in special subjects.

[3]Certificate of Secondary Education Examinations are teacher-controlled on a regional basis. They are taken by the majority of school leavers in their 5th year at secondary school. A Grade 1 Pass is regarded as the equivalent of an 'O' Level pass.

teaching Geography in the Junior School is through operational games. In 'Railway Pioneers', players assume the roles of Railway Companies in the U.S.A. in the mid-19th century. They build transcontinental railroads from Chicago westwards to chosen points on the west coast and attempt to achieve the greatest profits. They face problems of difficult terrain, large rivers to bridge, and economic crises and have to make big decisions about which route to pioneer. Naturally, in a game like this, 'Chance' cards include bad luck—plots by rival companies, floods, Indians or disaster when a relief train runs amok. Games such as these have been tried out with junior forms in London secondary modern and grammar schools with encouraging results[1].

Interdisciplinary Approach to American Studies

'E Pluribus Unum'. American Studies commend themselves ideally to Sixth Form General Studies Courses by their opportunities for interdisciplinary teaching. Where the General Studies periods are synchronized on the timetable, there are further possibilities for genuine 'team teaching', aided by the resources of libraries, films, records and tapes. Some ambitious courses have been mounted in Sixth Forms, where as many as six periods a week are available for General Studies. Four groups of students received teaching but also carried out individual and group research on the Negro in America, taking seven major areas with many sub-divisions:

1. The Negro portrayed in White literature
2. The Negro portrayed in Negro literature
3. Negro Folk Music
4. Jazz
5. The Negro as a Performer in Sport, Film, etc.
6. The Negro as a political activist
7. The Negro in socio-economic terms.

This is the programme of a Grammar-Technical School given one term of two periods a week, part of a year's course on the U.S.A.:

1. The geographical background—Senior Geography Master
2. The Indians—Guest Speaker
3. Films: History of the U.S.A.—introduced by Senior History Master
4. The American System of Government—Assistant History Master
5. American Industry—Local Industrialist
6. American Humour—outside speaker
7. Going to School in the U.S.A.—Visiting American Professor
8. Films Expansion Westwards; Civil War
9. The Civil Rights Movement
10. The American Cinema—Guest Speaker
11. American Folk Music—Music Master

Other topics—Vietnam; Art and Architecture; Poetry; Music of Barber and Copland.

Another promising development is the holding of one-day Sixth Form or College of Education Conferences on the lines of those provided so well by the School of Oriental and African Studies. The first of these was held by a large Comprehensive School a year ago. The programme began with a talk by Dr. Robert Goodell (U.S.I.S.) on the Special Anglo-American relationship. Then a lecturer from the University of York introduced and led a discussion on the Presidential Election. After lunch a film, *The City : Time*

[1]A book has recently been published which describes for the teacher the playing of a wide variety of games of this kind: Walford, Rex, *Games in Geography*, Longmans, London, 1969.

for Decision, introduced the problem of overcrowding. This was followed by a very successful Brains Trust composed of American students at Oxford and Cambridge. Other conferences held in London, Lowestoft, and Lancashire Schools have all reported very favourably on their experiences. These large conferences also provided excellent opportunities for inviting other schools to send delegates. If any readers in Schools and Colleges of Education are interested in holding similar conferences on American themes they are invited to write to me for financial help which may well be available.

Obstacles to Better Teaching

Shortage of money to buy the books and sound or visual aids is a real handicap to the growth of American Studies as with so many other projects today. One School Library for 900 boys has 37 books of American literature, 10 on American History, 6 on American Government, 3 on the Economy, 3 on Geography, 10 on Social Studies and 4 on Music and the Arts—the majority of these being donated to the School. It is lack of money which prevents, for example, the purchase of video-tape which would be a boon to the British teacher. Other obstacles are the difficulties experienced in finding space on crowded timetables.

Why are an increasing number of our teachers concerned with American subjects apart from the intrinsic educational value of those subjects? Many of them have studied courses in their Universities or Colleges of Education and their welcome penetration into the Schools is having a gradual impact. A powerful stimulus is opportunity for travel and exchange visits to the U.S.A., the influence of which is lifelong. At the moment this opportunity is available to far too few of our teachers, but the growing concern is reflected in the large Conference in London, 'Discovering America', held recently by the Bureau for Cultural Visits and Exchanges. Ideally, I would like to see the grant of sabbatical terms, often given by public and direct grant schools, made more readily to the State School teacher. Any teacher who has served his Local Authority for a given period (say ten years) should be allowed one sabbatical term, whatever his subject, but this would give a chance to visit the U.S.A. I do not underestimate the value of direct teacher exchanges on a one-to-one basis, but they are extremely difficult and lengthy to organize between American and British schools. One year may be too long a period. The kind of teacher who wants to improve his teaching and his knowledge is probably the very person who feels that he cannot afford to be away from his own school responsibilities for longer than a term.

Far better then to organize teachers' visits to the U.S.A. for one term only and to arrange for many more of them. Many British teachers would welcome the opportunity of teaching in or visiting American Summer Schools but again the length of our own Summer Term and the inability of Governors and Authorities to spare them in June and July are handicaps. Are they insuperable?

Similarly, many students would benefit immensely by exchange visits to attend American schools. The admirable work carried out by the English Speaking Union and the American Field Service is virtually confined to a few schools with the money and the facilities to take American students in return for their own British boys and girls. We have to be much more flexible in the granting of leaves of absence and we have to find the money to subsidize more teachers' and more students' visits to the U.S.A. To be effective, we need to expand the devoted work of the E.S.U. and A.F.S. and be less selfish about fortuitous personal contacts.

American studies in our schools touch on issues of the greatest concern such as democracy, race relations, war and peace, the situation and feelings of the adolescent. They are not notably 'highbrow' and they have strong links with mass culture—with film, television, and entertainment. They can be enjoyed and studied profitably and with no loss of academic standard at all levels from the first year in any type of Secondary School to the Scholarship Sixth.

Notes on Teaching American Studies:
An American Point of View

BY JOHN EDIE

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The teaching methods I have used in the United States have changed drastically in the last few years because of several factors:

First, the rapidly changing American scene, and the changing role of the United States in the world.

Second, the upward changes in ability of secondary school students. They are much better informed, more sophisticated, more articulate in expressing their opinions. They participate more actively in class discussions.

Finally, the exciting changes in methods of teaching history and what we call the social studies that are going on in the United States today.

By way of illustration, I shall mention some of these new methods which are being emphasised in American teaching. First there is the inductive approach, involving the use of primary sources by students. One excellent new American textbook contains only primary source material; each reader is thus his own historian.[1] There is much less use of textbooks in the United States today and more use of paperbacks. Some American textbook companies are publishing excellent cheap series on American history and contemporary civilisation. For instance, one entitled *The Progressive Movement*, (the period of Teddy Roosevelt and Wilson), is a collection of primary sources, plus discussions and analyses. Such books usually take a controversial issue and give one different points of view.

One also sees more emphasis on contemporary American problems and the various disciplines of the social studies, plus more frequent use of the interdisciplinary approach.

Problems in Teaching about America

In teaching American studies we should be very careful to define the topics. I sympathize with our friends from Portugal and from Canada who object to the loose use of the word 'America'. In any course on this topic or in any world history course, we should be clear whether we are discussing only the United States, whether we are talking about North America, or about all of America, including Latin America. The emphasis on one's course will have to differ depending on the definition of the topic. For instance, Canada and the United States have much in common, such as polar defence and ice hockey, but when it comes to large international business organisations Canada may have more in common with Europe. While it is common to refer to the United States as 'America', we should be clear that that is our meaning when we use it in this way.

It's important to talk over with the students at the beginning of the course the purposes for teaching about the United States. Such a discussion could involve the students directly in the course and give the teacher some idea of

[1]One such useful collection of John A. Scott (ed.), *Living Documents in American History*, Washington Square Press, New York, 1963.

what specific aspects of America the youth are concerned about. This might also help to anticipate the emotional anti-Americanism, or pro-Americanism, that students might have. It could bring it out into the open right at the beginning of the course, including the misconceptions, the stereotypes and, of course, such accurate analyses as the students might have. In discussing the purposes of an American studies course, the teacher could help the students focus on the converging and common interests between the United States and Europe, as well as on the divergent and conflicting interests.

The Choice of Criteria for Teaching About the U.S.

A course in American studies ought to be based on certain criteria. For instance, because of the interdependence and common interest with the United States, and because of the power of the United States, European students should be encouraged to be as critical as possible of American policies if they think the policies are wrong. I think this is both a right and a duty of Europeans. Also, since Europeans dislike stereotypes that Americans employ all too glibly about Europeans, the European students should be taught to avoid using stereotypes of the United States. The European teacher could also, to educational profit, point out to his students that Americans are as critical, if not *more* critical, of American mistakes, than are Europeans. Nor should European students be encouraged to set up criteria for American policies, that they would not require of their own country; it would be all too easy to use the United States as a scapegoat.

Students should be aware that the problems and burdens of the United States since World War II have been complex, intensely frustrating, and quite new to Americans, and that Americans themselves have been shocked at the divisions in the society that they founded and at the violence in American life. They have been saddened by the accumulated tragedy and ineffective leadership that they sometimes have. But I also think it ought to be pointed out to Europeans that the United States is resilient and hopeful and is pragmatically facing its huge problems, asking questions, debating alternatives, and searching for at least partial solutions.

Might it be a good idea to have European students write a paper at the beginning of a course on American studies on 'My impressions of the United States'? One could use these essays as basis for discussion. For instance, the class could try to analyze these individual impressions: are they accurate or are they merely stereotypes? Yet another question: At the end of the course, could one ask students to write another essay on their impressions and see what changes might have taken place during the course?

Techniques for Teaching American Studies

The Simulation Games techniques is becoming popular in the United States too. One of the many games available is called 'Dangerous Parallel', invented by the Foreign Policy Association, and now published by Scott-Foreman Company. Dangerous Parallel, which takes about 5 or 6 hours to play, is based on actions leading up to the Korean Crisis.

One of the best ways to start a unit in American history is to have the students read a novel and proceed from there. For instance, to present the Progressive Movement, we often start by reading Frank Norris's book, *The Jungle*, which is about corruption in the meat-packing industry at the turn of the century. In discussing the Depression, John Steinbeck's *The Grapes of Wrath*, and for the 1920s, Sinclair Lewis's book, *Babbitt*, are useful points of departure.

For introducing the racial issue, James Baldwin's book, *The Fire Next Time*, serves a similar purpose. Several books which I have found helpful in discussing the racial question: *The Autobiography of Malcolm X*; Eldridge Cleaver, *Soul on Ice*; Ellison, *The Invisible Man*; and Carmichael and Hamilton, *Black Power*. Two very informal books given an excellent picture of American social life; one, on the 1920s and the jazz age, is called *Only Yesterday*, and is available in paperback. Frederick Lewis Allen is the author. A useful book on the period after World War II is *The Crucial Decade*, by Eric Goldman.

Under the heading of audio-visual materials, one record has proven itself helpful in the study of the racial problem in the United States: 'In White America', based on a book and a play written by Duberman. It is an exceedingly bitter history of the United States, from the Blacks' point of view. It is shocking and effective, and provides considerable material for class discussion.

A professor at Indiana University, Howard Mehlinger, is making a study of textbooks written in other countries on American history. From hundreds of these textbooks, he has taken excerpts; for instance, what do the Canadians think of the War of 1812? What do the British think of the American Revolution? What do the Mexicans think of the Mexican War? What does Argentina think of the Monroe Doctrine? This is an excellent way to get still a different point of view of American history.

Some important concepts and themes for a course on American studies

First, it seems important to me that the *contemporary* United States be emphasized; if I were teaching a one-year course, I think I'd spend the first term on the present-day United States. And of course, I'd let the students help pick the topics; I'm sure that some of the topics would be Vietnam, the racial conflict, our urban problems, etc. I would set forth the diversities in the United States; since I've been in England, I'm amazed how many people don't realize the great diversities in the United States caused by geography, by the federal system of 50 different States, and by the many immigrant strains that have made America.

One ought also to emphasize that present-day Americans are not interested only in Europe. They are also interested in Africa (especially Afro-Americans), in Asia, and in Latin America.

Professor den Hollander said that one can never understand a whole culture; for instance, he said he didn't know much about baseball. But perhaps baseball might be a good topic to study to find out what America is like; it is interesting that American baseball has spread not to Europe, but to Latin America and Asia, where it has become a favourite game. My own son went to Japan last summer to play baseball. One can thus see that there are many special ties that America has with Asia, Latin America, and Africa which Europeans may tend to overlook.

Important themes in America's Past: the three most important events in American history, in my judgement, are the Civil War, the Depression and New Deal under Franklin D. Roosevelt, and World War II. One cannot, for example, understand the racial problem in our country today unless one knows something about our Civil War.

Other valuable topics: the federal system of government; the struggle between State's rights and the strong central Government; the influence of the West; the egalitarian influence, particularly of Jacksonian democracy; the role of the immigrant.

Finally, I think it's important to point out that in American history there have been for a long time great paradoxes and dualisms, struggles between two or more groups. Examples are: the struggle between Civil Rights, on the one hand, and racial intolerance on the other; the struggle between pragmatic compromise on the one hand and violence on the other; the struggle between the élite, or Hamiltonian tradition, and the egalitarian, or Jeffersonian-Jacksonian tradition; the stuggle between isolationism and a world role; the struggle between U.S. materialism and our devotion to education.

Discussion on American Studies

In the non-English-speaking countries, it was pointed out, the teacher can often approach such subjects as American literature or history most easily via language studies.

Mr. Holly observed that one's flexibility in some countries was hampered considerably by the examination system; this was the case in Ireland. Mr. Avery admitted that examination systems do constrict somewhat, but urged teachers to use their ingenuity; sometimes exams were used as an excuse for failing to stretch the instructor's and pupil's intellect. The use of gaming, for example, requires an enthusiastic teacher.

M. Frachebourg described a teaching method recently employed in Geneva schools to good advantage: students were given a theme (e.g. Pearl Harbour); access to tapes, diapositive slide libraries, discs, films and other materials; and then asked to prepare their own 'son et lumière' production.

This led to a long discussion of the advantages and difficulties of inductive vs. non-inductive systems of educational instruction. One severely limiting factor is the lack of teacher-researchers with sufficient time to prepare materials and teaching aids. It was agreed that opportunities and time for using the newer methods described by Mr. Avery will vary greatly; that each teacher or school will hope to assess its own possibilities.

Mr. Avery called attention to a Nuffield Foundation project entitled 'Resources for Learning', which would supposedly provide new materials for the Social Studies, including American civilization. One unit, for example, would deal with the American Indian.

Comments on the Conference

BY JAMES ROBERT HUNTLEY

GENERAL RAPPORTEUR

Note : The following is not intended to be an accurate summary but rather my own subjective analysis and compression of the Conference's intellectual highlights, as I saw them, plus my own comments. From a pedagogical point of view, points such as these might conceivably serve as debate themes, or 'discussion starters'.

1. All the problems of modern man, some most sharply and poignantly, are posed by American society. Since the New World was peopled, the Old World has been trying to use it to settle old European arguments. Seen in this light, American 'failures' can be profoundly personal disappointments to Europe.

2. Europeans may fear the 'American concept of civilization' even more than they do her economic influence. Often present in the European debate about America is what Prof. den Hollander called 'the Athenian complex', reflecting a sense of European moral and intellectual superiority. America was the first part of the world to create a culture for and of the masses. Although mass culture is now a permanent feature of industrial Europe as well, Europe's elites still regret their lost influence and a supposedly general cheapening of taste. Because egalitarian, economically-advanced America was first with a mass culture, European intellectuals have sometimes mistaken the general social attributes of industrialization for 'Americanization'. Whatever the sources of depreciation in public tastes, the phenomenon does pose a problem for thoughtful people, and perhaps foremost for teachers. As technological change and rapid economic development hasten the popular capacity to indulge tastes on a vast and varied scale, the question 'What is good taste?' is bound to become an increasingly urgent one for education.

3. For general teaching purposes, it doesn't matter much which direction the transatlantic influences have run in developing what one might call the 'common civic culture' of the modern West. Time after time, political concepts and institutions have been borrowed by both sides from the other, embroidered on, looked at perhaps in a new light, and then sent back again from whence they came. If one digs even more deeply, historical truth suggests that the roots of most of the great ideas came neither from Western Europe nor North America, but rather from classical Greece, Rome or Judea. The essential point is the intellectual impossibility of measuring clearly the political impact of the one side of the Atlantic on the other; the West's civic culture, with many national and regional variations to be sure, is in essence an integral whole.

4. The matter of 'self-interest' (and in particular American self-interest) was much discussed. Is it not possible, and perhaps pedagogically useful, to try to recognize that a country's *perception* of its 'best self-interest' may indeed be quite different from its *true* self-interest, seen objectively (to the extent, of course, that objectivity is possible)?

5. In world affairs, United States policy and action is most often determined as a result of an interplay or tension between opposing—often contradictory—forces, e.g., the interventionist vs. the isolationist, the 'international do-gooders' vs. the domestic ones, the domestic-oriented industries vs. the outward-reaching ones, the 'power politics' proponents vs. the 'one-world' advocates, etc. The size and diversity of the United States project these debates and their results onto a stage far vaster than the individual nations of Europe are used to. To understand these forces and tensions in American life would thus seem particularly important for the conscientious European.

6. Moralistic sentiments, which American politicians are so prone to mouth, are usually a mixture of cant and sincerity, hypocrisy and firm belief. To Europeans accustomed to generous doses of cynicism in politics, that Americans might admix politics with genuinely noble thoughts is difficult to understand, the contradiction indeed scarcely credible. But it is nevertheless an important fact affecting one's ability to understand U.S. behaviour in the international arena.

7. The American-European society is probably, on balance, growing more together than apart. The interpenetration of the economies, the increasingly international character of scientific and technological development, the tremendous power of modern communications for informing, educating (and confusing!), the advent of mass taste and general affluence, the ease and speed of travel, the emergence of a 'youth culture' of at least transatlantic scope—all these forces, and more, are combining to make the North Atlantic Ocean the modern centre of western civilization, just as the Mediterranean was the centre of the ancient world.

8. It was inevitably that our discussions should have turned to the hot issue of old values in a rapidly changing society. Each topic we debated seemed, in one way or another, to bring us back always to the role of the teacher in interpreting or presenting values to today's troubled youth. Miles and kilometres of prose have been written on the subject; I venture to add just a few millimetres more: Teachers in the future will inevitably, by the force of communications technology alone, if you like, be cast less in the role of an authority, more in that of a guide. As a guide, the teacher can help the student best by developing his capacity to analyze critically all that is thrown at him by the public media of information, and to form independent judgments on important issues. This sort of educational process is bound to run up against questions of values, and at a time when values themselves appear to be in a state of flux. Here, a teacher can help by encouraging pupils to separate society's *declared* values—its aspirations and its intentions—from its *operative* values. By clarifying the distinction between ideals, on the one hand, and the way they are put into practice (or not), on the other hand, one can help the child to decide in his own mind if the ideal itself is wrong and should be replaced by another standard, or if *his* solution would be to try to improve social performance in terms of a value which is still valid. For a teacher today to try to impose his own ideals on his charges is, at least in most Western countries, probably no longer feasible or even desirable. But —and I think our Conference agreed—for a teacher to fail to make clear to his pupils what his own convictions and ideals are would be derelict.

9. Herr Loch pointed out how sensitive is economics to politics, and vice-versa. Economically, the 'Atlantic Community' has been in the process of binding itself together for more than two decades, even more closely. But politically, Europe and America have for several years been drifting apart. Thus the most recent appearance of the forces of protectionism may be, in part at least, the result of Vietnam and other politically divisive issues. If the U.K., for example, is successful in joining the Common Market, the act will have important political as well as economic consequences for the entire Atlantic area. This concept of interrelationship between politics and economics is central to understanding the transatlantic nexus, and to a teacher's effort to get his students to unravel the web which entangles national interest with newer concepts of interdependence.

10. It may be useful to look on such political experiments as the E.E.C. and the E.F.T.A. as possible precursors of even wider economic groupings. What sort of economic (or political) problems do such limited unions solve, or try to solve? Do they indeed have broader potential applications? What problems would arise in trying to apply them more broadly?

11. The question of 'American economic penetration' of Europe brings up even wider issues. Is the day of the true multinational corporation nearly upon us? If so, is the world, or at least the Atlantic world, politically ready for it? Why is it now so relatively easy to export management and technical knowledge, in addition to capital? Why does this process seem to be easier for American companies? Would a European federal union tend to wipe out the 'gaps' which at present appear to constitute the 'American Challenge'?

12. European nuclear dependence on the United States is increasing, not decreasing. Europe has the capacity, theoretically at least, to mount its own defence, but it probably won't. With some modifications in the direction of 'Europeanization', the present NATO structure will probably, in its essentials, continue for some time to come.

13. NATO troop strength in Europe could probably be cut with safety, but this should be done on a *quid pro quo* basis with the Warsaw Pact nations. If substantial U.S. troop cuts are made in NATO, it is unlikely that the European Allies will make up the difference. Western Europe might, in these circumstances, become mainly dependent on the West German Army for its defence.

14. The North Atlantic Treaty covers only the territory of its members in Europe and North America. While there can be, and is, in NATO discussion of matters outside the Treaty area, there cannot be the same degree of commitment. Nevertheless, consultation does go on in NATO ceaselessly, it is often of a high quality, and it sometimes leads to changes in members' policies—even those of the United States. U.S. foreign policy is, to be sure, based on America's perception of its self-interest, but it also is different from what it would have been had there been no NATO and no Allies who would speak frankly to Uncle Sam.

15. On every side, our discussions progressed, the lack of adequate textbooks and other materials became apparent. In part, this is because school systems are painfully slow in catching up with the modern world. It is also true

because international organisations which are in the forefront of the practice of interdependence, such as the O.E.C.D., have been slow to elaborate their work simply and objectively for the schools and to promote the more basic research on which such materials must be based.

16. The approach to teaching about international politics should be as realistic as possible. It is important to describe what serious men *hope* international law and organization will *become*, but it is even *more* important to described international relations as they *are*—now, today. If the teacher makes the pupil understand that, in a world of nation-states, the states can be counted on to act in terms of their national interests as they perceive them, then the pupil may enter adulthood without at least one particular set of dangerous illusions.

17. Some interesting methods for teaching 'American Studies' were described to us by Mr. Avery and others. For me, the educational essence of most of these devices lay in their emphasis on the pupil's 'doing it himself'—making tapes, writing skits, or playing creative games.

18. At several different points in our deliberations, participants observed that American history, or American foreign policy, or any other 'American' topic, was generally more acceptable to pupils if it were taught not as a separate subject, but as part of a larger whole: e.g., world literature, or international affairs, or the history of Western civilization.

19. Several participants spoke persuasively of the need to develop an interdisciplinary (or multidisciplinary) approach; instead of centring teaching on the traditional subject matter, one would instead choose such broad functional topics as the population problem, the human conflict problem, and so on. This is undoubtedly a good thing, but to me it seems much easier said than done.

20. Teachers from the various countries differed markedly in their judgment of whether pupils were getting too much, or too little, American history; national practices seem to vary considerably.

21. Americans and Europeans not only have a right, but perhaps even a duty, to criticize one another. This in turn implies a mutual duty to listen. Neither Europeans nor Americans should set up criteria for the actions of others which they wouldn't apply to their own countries. The schools can be powerful tools for implanting such simple but important concepts in the minds of future citizens.

List of Participants

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Prof. Salvino Busuttil, Professor of Economics, Royal University of Malta.
Dr. Pedro de Campos Tavares, Secretary for Education, Portuguese Atlantic Committee, Lisbon.
Miss Mirka Cavazzana, Teacher of English, Istituto Tecnico Commerciale 'L. Einaudi', Padova, Italy.
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Prof. A. N. J. den Hollander, Director of the Institute of American Studies, University of Amsterdam.
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M. Jean-Claude Frachebourg, Directeur des études pédagogiques, Département de l'instruction publique du Canton de Genève.
Mr. Carmel Galea Scannura, Teacher of History, St. Joseph's Secondary Technical School, Paola, Malta.
Mrs. Elisabeth Gazder, Assistant Director, Atlantic Information Centre for Teachers, London.
Mr. S. F. Goodyear, Head of Economics Department, Totton College, Southampton, England.
Mrs. Inga Haag, NATO Information Service, Brussels.
Mr. C. Lindhardt Hansen, Head of History Department, Frederiksberg Kommune/Hospital, Copenhagen.
M. Guy F. Hansen, Professor d'Histoire et de Latin, Lycée classique de Diekirch, Luxembourg.
Mrs. Gabriele Hofer, Secretary, Deutsche Atlantische Gesellschaft, Bonn.
Mr. Maurice Holly, President, Vocational Teachers' Association, Dublin.
M. André Hubatka, Headmaster of the Commercial Grammar School, (Kantonsschule), Lucerne, Switzerland.
Mr. James R. Huntley, (U.S.A.), Writer and Consultant on International Affairs, Guildford, England.
Dr. Egon Kochanowski, Lecturer in English Literature, Pädagogische Hochschule, Köln.
Dr. Heinrich Kronen, Dozent in Education, Pädagogische Hochschule, Köln.
Drs. L. J. Leeman, Rector, Gooi s Avondlyceum, Hilversum, Netherlands.
Mr. Theo M. Loch, Commentator, Westdeutscher Rundfunk, Köln.
Mme Hanoun Madré, Lecturer and Interpreter, Paris.
Professor Gioacchino Molinini, Preside, Istituto Magistrale Statale 'L. Stefanini', Venezia-Mestre, Italy.
Mr. Arthur Weyergang Nielsen, Teacher of History and English, Nordstrand Secondary Grammar School, Oslo.
Mr. A. J. Partington, Information Officer, Atlantic Information Centre for Teachers, London.
Dr. Otto Pick, Director, Atlantic Information Centre for Teachers; Reader in International Relations, University of Surrey, England.

Miss Sarah M. Rice, Secretary, Atlantic Information Centre for Teachers, London.

Dr. Antonio Ribeiro dos Santos, Proviseur du Lycée de Cascais, Professeur de Français et Portugais, Cascais, Portugal.

Mr. W. Scarrow, Principal, 4 Wing Senior Canadian School (D.N.D.), Baden-Baden, Germany.

Dr. Alois Schacher, Teacher of German Literature and English, Obergymnasium and Lyzeum, Kantonsschule, Lucerne, Switzerland.

Mr. Lorne Schemmer, Vice-Principal and Instructor of Senior History, Soest Senior Canadian School (D.N.D.), Germany.

Dr. Antonio Henrique d'Arujo Stott Howorth, Professeur d'Histoire et Proviseur, Lycée Padre Antonio Vieira, Lisbon.

Mr. Harald Thorsen, Rektor, Arendal Gymnas, Arendal, Norway.

Drs. A. A. van Wynkoop, Teacher of Geography and Sociology, Amsterdams Lyceum, Netherlands.

Mr. R. E. Watson, Head of History and Economics Department, Sale County Grammar School for Boys, Sale, England.

Mrs. Marjorie Wilkerson, Head of History Department, Parliament Hill School for Girls, London.

Mr. Walter Wurm, Bayerischer Philologen-Verband, Munich.

Materials for the Teacher

This bibliography includes material directly concerned with the American impact on Europe as well as background material of a more general nature considered useful for an understanding of contemporary America and the European-American relationship. It is divided under the following headings:

1. The American Socio-Cultural Impact;
2. The Atlantic Economy and the American Challenge;
3. The Atlantic Alliance;
4. Textbooks and Background Reading;
5. How To Teach About America;
6. American Literary Texts and Criticisms;
7. Sources of Economic and Defence Statistics.

Details of Audio-Visual Aids are to be found primarily in the following Appendix, *Some Addresses for Teaching Aids and Information.*

The Editor is grateful to those seminar participants who made suggestions for inclusion in this list; where appropriate their suggestions and examples of work done in their schools have been kept in their original forms.

1. THE AMERICAN SOCIO-CULTURAL IMPACT

Allen, H. C.: *The Anglo-American Relationship since 1783.* A. and C. Black, London, 1959.
Explains the flow of ideas across the Atlantic in both directions. Suitable for senior secondary school pupils.

Bieri, E.; Brugmans, H.; Drachkovitch, M.; Moulin, L.: *Valeurs de Base de la Communauté Atlantique.* Sijthoff, Leyden, 1961.
A search for civilisational values common to all the Atlantic nations.

Bloom, Solomon: *Europe and America: the Western World in Modern Times.* Harcourt, Brace and World, New York, 1961.
One of the best surveys of transatlantic impact—both directions—from the eighteenth century until the 1950s.

Brinton, Crane: *The Americans and the French.* Harvard University Press, Cambridge, Massachusetts, 1968.
Essay on France under De Gaulle, attempting to reject American tutelage. France's situation today is contrasted with her position twenty years ago.

Dupont, Victor: *Cinq leçons de civilisation anglaise et américaine.* Faculté des Lettres, Toulouse, 1967.
Growth of British and American civilisation compared.

Guback, Thomas H.: *The International Film Industry—Western Europe and America Since 1945.* Indiana University Press, Bloomington, 1969.
A detailed study of the industry's role in the international economy, touching on its cultural influence and the European-American relationship.

Marcham, A. J.: *The Rise of the Outer Continents—the United States, Asia and Africa, 1870 to the Present Day.* Harrap, London, 1968.
A sober interpretation for secondary schools of the history of the last hundred years as the story of the waning of European influence and its replacement by that of the U.S.A., among others. Refreshingly free of European or 'Western' bias.

Packard, Vance: *The Hidden Persuaders.* Longmans, London, 1964, Penguin Books, Harmondsworth, 1968. *La Persuasion Clandestine,* Calmann-Lévi, Paris
Western advertising techniques, as developed in America, and their effectiveness, are alarmingly portrayed in this well-known work.

The following bibliography on the cultural impact of America on Europe was suggested by Professor A. N. J. den Hollander:

Bowman, Sylvia E.: *Edward Bellamy abroad: an American prophet's influence.* New York, Twayne, 1962.

Bryce, James: *The American Commonwealth,* 2 vols. Chicago, Sergel & Co., 1888.

de Chastellux, P. F. J.: *Abhandlung über die Vorteile und Nachteile die für Europa aus der Entdeckung von Amerika entstehen.* Halle, Johann Jacob Gebauer, 1788.

Chinard, Gilbert: *L'Amérique et le rêve exotique dans la littérature française au XVIIe et au XVIIIe Siècle.* Paris, Hachette, 1913.

Chinard, Gilbert: *L'Exotisme américain dans l'oeuvre de Chateaubriand.* Paris, Hachette. 1918.
Crook, David Paul: *American democracy in English politics 1815–1850.* Oxford, Clarendon Press, 1965.
Dahrendorf, Ralf: *Die Angewandte Aufklärung.* München, R. Piper, 1963.
Gohdes, Clarence: *American literature in nineteenth-century England.* New York, Columbia Univ. Press, 1944.
Hecht, David: *Russian Radicals look to America 1825–1894.* Cambridge/Mass., Harvard Univ. Press, 1947.
Heilman, Robert Bechtold: *America in English fiction, 1760–1800 : the influences of the American Revolution.* New York, Octagon Books, 1937.
Heindel, Richard H.: *The American Impact on Great Britain, 1898–1914 : a study of the United States in world history.* Philadelphia, Pennsylvania University Press, 1940. Oxford University Press, London 1940.
Herm, Gerhard: *Amerika erobert Europa.* Dusseldorf/Wien, Econ. Verlag 1964.
den Hollander, Arie Nicolass Jan: *Visie en verwoording* (Perception and verbalisation). Assen, van Gorcum, 1968.
Koht, Halvdan: *The American spirit in Europe.* Philadelphia, Pennsylvania Univ. Press, London, Oxford University Press, 1950.
Laserson, Max M.: *The American impact on Russia, diplomatic and ideological 1784–1917.* New York, Macmillan, 1950.
Lillibridge, G. D.: *Beacon of freedom : the Impact of American democracy upon Great Britain 1830–1870.* University of Pennsylvania, Pr., 1955.
McCreary, Edward A.: *The Americanization of Europe : the impact of Americans and American business on the Uncommon Market.* Garden City, New York, Doubleday, 1964.
Morgan, Thomas B.: *Among Anti-Americans. A journey beyond the prestige gap.* New York, Holt, Rinehart & Winston, 1967.
Servan-Schreiber, Jean-Jacques: *Le Défi Américan.* Paris, Denoël, 1967. (and translations into many languages).
Thistlethwaite, Frank: *America and the Atlantic Community : Anglo-American Aspects, 1790–1850.* New York, Harper & Row, 1959.
de Tocqueville, Alexis: *De la démocratie en Amérique.* 4 vols. Paris, Libraire de Charles Gosselin, 1835. 2 vols., Schocken, New York, 1961. Distributed in U.K. by Bailey Bros. and Swinfen, Folkstone.
Valkhoff, P.: *De betekenis van Amerika en Azië voor het West-Europese gedachtenleven van de 17e en 18e eeuw.* The impact of America and Asia on West European thought in the 17th and 18th century. In: *Neophilologus,* 1938.
Williams, Francis: *The American Invasion.* New York, Crown Publ., 1962.

2. THE ATLANTIC ECONOMY AND THE 'AMERICAN CHALLENGE'

Armand, Louis et Drancourt, Michel: *Le Pari Européen.* Collection Réalités-Entreprises, Fayard, Paris, 1968.
An impassioned plea that, in the face of the American Challenge, Europe become a federal union in the political sense and in many other fields besides.
Bradley, Gene E. (Ed.): *Building the European-American Market—Planning for the Seventies.* Dow-Jones-Irwin, Homewood, Illinois, 1969.
Sixteen distinguished authors outline the advantages of greater co-operation among the nations of the Atlantic community.
Christen, Rudolf Mathias: *Die Amerikanischen Auslandsinvestitionen in der Nachkriegszeit—Ihre Motive und Wirkungen.* Keller, Winterthur, 1966.
Cooper, Richard N.: *The Economics of Interdependence—Economic policy in the Atlantic Community.* McGraw-Hill, New York, 1968.
The author warns against destroying the fruits of Atlantic economic integration by reviving old nationalisms.
Dietz, Fritz: *Amerikanische Investitionen in Deutschland* (Vortrag). Industrie- und Handelskammer von Frankfurt am Main, Frankfurt am Main, 1964.
Galbraith, J. K.: *The Affluent Society.* Hamish Hamilton, London, 1957. 21s. Penguin Books, Harmondsworth, 1958. 5s. Houghton-Mifflin, Boston, 1957.
Galbraith, J. K.: *The New Industrial State.* Hamish Hamilton, London, 1967. 42s. Penguin Books, Harmondsworth, 1968. 8s. Hougton-Mifflin, Boston, 1967.
Two well-argued critical analyses of the American economic system and its attitudes.

Gilpin, Robert: *France in the Age of the Scientific State.* Princeton University Press, Princeton, New Jersey, 1968.
Deals with French efforts to meet the American 'economic invasion' and concludes that they are largely unsuccessful.
Kindleberger, Charles P.: *American Business Abroad.* Yale University Press, New Haven, Connecticut, 1969.
Six papers on American direct investment abroad for the advanced student.
Kindleberger, Charles P.: *Europe and the Dollar.* M.I.T. Press, Cambridge, Massachusetts, 1966.
Seventeen papers by one of America's most stimulating economists.
Knoppers, Antonie T.: *Le Rôle de la Science et de la Technologie dans les Relations Economiques Atlantiques.* Institut Atlantique, Paris, 1967. In English: *The Role of Science and Technology in Atlantic Economic Relations.*
Dr Knoppers expounds his view that 'a technological disparity between the United States and Western Europe does exist, that it is growing, and that it could become dangerous if it is not corrected.'
Kramish, Arnold: *Atlantic Technological Imbalance—an American Perspective.* Pergamon Press, for the Institute of Strategic Studies, Oxford, 1967.
A highly specialised analysis of the extent of the technological gap.
Kretzschmar, Winfried W.: *Auslandshilfe als Mittel der Aussenwirtschafts- und Aussenpolitik.* Oldenbourg Verlag, München, 1964.
A study of American foreign aid from 1945 to 1956 which also examines its political consequences and is useful on the Marshall Plan.
Layton, Christopher: *Transatlantic Investments.* Atlantic Institute, Paris, 1966. French edition. *L'Europe et les Investissement Américains.* Editions Gallimard, pour l'Institut Atlantique, Paris, 1966.
A comprehensive and objective study of the controversial subject of American investments in Europe, and their significance. Includes a country-by-country analysis.
McGreary, Edward A.: *The Americanization of Europe—the Impact of Americans and American Business on the Uncommon Market.* Doubleday, Garden City, New York, 1964.
Shows how the E.E.C. is not, in its present condition, in a position to prevent the Americanisation of Europe.
McMillan, James, and **Harris, Bernard:** *The American Takeover of Britain.* Hart, New York, 1968.
The authors take up the theme of Servan-Schreiber but offer fewer solutions.
Patton, Donald: *The United States and World Resources.* Van Nostrand, New York, 1968.
Provides an insight into the immensity of American resources—agricultural, mineral, energy, etc.—and their significance for world trade.
Peccei, Aurelio: *The Chasm Ahead.* Macmillan, New York, London and Toronto, 1969.
The chasm is a technological one, between America and Europe, and the author pleads for a major Atlantic effort to reduce it and to plan for the future.
Rohwedder, Jürgen: *Die Entwicklung des Aussenhandels zwischen den Vereinigten Staaten und der Europäischen Wirtschaftsgemeinschaft von 1955–1963 und ihre Bestimmungsgründe* (Kieler Studien, Bd. 78). Mohr, Tübingen, 1967.
Rolfe, Sidney (Ed.): *Capital Markets in Atlantic Economic Relationships* (*Les Marchés Financiers et les Relations Economiques Atlantiques*). Atlantic Institute, Paris, 1967.
A conference report on problems in capital markets; the conference warns that the growing demand for capital in Atlantic countries is not being met by comparable increases in supply and makes several recommendations: it welcomes an E.E.C. proposal to develop a European capital market.
Rolfe, Sidney: *The Multinational Corporation.* Foreign Policy Association, New York, 1970.
A stimulating survey of the development and significance of multinational corporation. Suitable for senior secondary school pupils.
Rolfe, Sidney, and **Damm, Walter (Eds.):** *The Multinational Corporation in the World Economy—Direct Investment in Perspective.* Frederick Praeger, New York and London, 1970.
A study similar to the foregoing but less useful for the secondary school pupil.
Sampson, Anthony: *The New Europeans.* Hodder and Stoughton, London, 1968.
An examination of the extent of European integration. Asks what kind of Europe is being created and how well it competes with America.
Servan-Schreiber, Jean-Jacques: *Le Défi Américain.* Editions Denoël, Livre de Poche, Paris, 1968. American edition: *The American Challenge.* Atheneum House,

New York, 1968. British editions: *The American Challenge*. Hamish Hamilton, London, 1968, Penguin Books, Harmondsworth, 1969. German edition: *Die Amerikanische Herausforderung*. Hoffman und Kampe, Hamburg, 1968. Italian edition: *La Sfida Americana*. E.T.A.S. Kompass, Milano, 1968.

Servan-Schreiber, Jean-Jaques: *Le Réveil de la France*. Denoël, Paris, 1968. English edition: *The Spirit of May*. McGraw-Hill, New York, 1969.

The best-selling classic on the American penetration of European industry needs no introduction. Its sequel warns that Europe is suffering from serious social and economic stagnation.

Szapary, Georges: *Diffusion du Progrès et Convergence des Prix, Europe, Etats-Unis, 1899–1962*. Editions Nauwelaerts, Louvain, 1967.

Terpstra, Vern: *American Marketing in the Common Market*. Praeger, New York, and Pall Mall, London, 1967.

A study in depth of marketing by U.S. companies in the European Community.

Uri, Pierre: *Dialogue des Continents—Un Programme Economique*. Plon, Par, 1963. English edition: *Partnership for Progress—a Program for Transatlantic Action*. Harper and Row, New York, 1963. German edition: *Dialog der Kontinente*. Kiepenheuer und Witsch, Köln, 1964. Italian edition: *Un 'economia per due Continenti*. Edizioni di Comunità, Milano, 1964. Spanish edition: *Diálogo de los Continentes*. Fondo de Cultura Economica, Mexico, 1964.

The distinguished French economist argues that the strength of the European common market should provide only a foundation for a greater transatlantic free trade partnership.

Articles

Van Der Beugel, E. H.: 'Relations between Europe and the United States'. *The Atlantic Community Quarterly*, Summer 1967, Vol. 5, No. 2. The Atlantic Council of the United States, Inc.

Duroselle, Jean-Baptiste: 'The United States and the Unification of Europe'. *The Atlantic Community Quarterly*, Spring 1967, Vol. 5, No. 1. The Atlantic Council of the United States, Inc.

Hallstein, Walter: 'Atlantic Partnership needs European Community'. *The Atlantic Community Quarterly*, Summer 1963, Vol. 1, No. 2. The Atlantic Council of the United States, Inc.

Huntley, James Robert: 'Gaps in the Future: The American Challenge and the European Challenge'. *Futures*, Vol. 2, No. 1, March 1970.

Kennedy, John F.: 'Europe and the United States'. *The Atlantic Community Quarterly*, Fall 1963, Vol. 1, No. 3. The Atlantic Council of the United States, Inc.

Serravalle, Robert: 'Comment l'Oncle Sam Achète l'Europe'. *L'Expansion*, Decembre 1969, Paris.

3. THE ATLANTIC ALLIANCE

Alting von Gesau, F. M.: *Beyond the European Community*. Sijthoff, Leiden, 1969.

The ABM and the Changed Strategic Military Balance USA v. USSR. American Security Council, Washington, 1969.

A sophisticated appraisal prepared by the U.S. National Strategy Committee.

Bell, Coral: *The Debatable Alliance—An Essay in Anglo-American Relations*. Oxford University Press for the Royal Institute of International Affairs, London, 1964.

Examines the Anglo-American relationship as well as the general cohesion of the Alliance, in the light of changes in the world balance of power.

Beloff, Max: *The United States and the Unity of Europe*. Faber and Faber, London, 1963.

An account of U.S. political, military, and economic policy towards Europe and its influence on European institutions.

Brzezinski, Zbigniew: *Alternative to Partition—For a Broader Conception of America's Role in Europe*. McGraw-Hill, New York, for the Atlantic Policy Studies Program of the Council on Foreign Relations, 1965.

Advocates a basic readjustment of U.S. policy towards Europe.

Buchan, Alastair: *The Implications of a European System for Defence Technology*. Pergamon Press, for the Institute of Strategic Studies, Oxford, 1967.

An important study of the consequences of European integration in the armaments field.

The future of NATO (International Conciliation No. 565). The Carnegie Endowment for International Peace, New York, 1967
A perceptive essay which remains of value although written before the Soviet occupation of Czechoslovakia.

Buchan, Alastair (Ed.): *Europe's Future, Europe's Choices.* Chatto and Windus, London, 1969. Columbia University Press, New York, 1969.
The former Director of the Institute for Strategic Studies, London, assembles six models of possible European futures: 'Evolutionary Europe', Atlanticised Europe', 'L'Europe des Etats', 'Fragmented Europe', 'Partnership Europe' and 'Independent Federal Europe'.

Cerny, Karl H. and **Briefs, Henry W. (Eds.):** *NATO in Quest of Cohesion—a Confrontation of Viewpoints.* At the Center for Strategic Studies, Georgetown University. Published for the Hoover Institution on War, Revolution and Peace by Frederick Praeger, New York, 1965, distributed in the U.K. by Pall Mall Press, London.
Includes a debate on issues affecting the Alliance and essays by experts covering many political, economic and military problems.

Cleveland, Harold: *The Atlantic Idea and its European Rivals.* McGraw-Hill, New York, 1966.
An analysis of the development of the Atlantic Community, of the forces at work in it and their effect on economic and defence problems.

Duchêne: Francois *Beyond Alliance* (The Atlantic Papers, NATO Series I). In French: *Au Delà de l'Alliance* (Les Cahiers Atlantiques, Collection OTAN I). The Atlantic Institute, Paris, 1965. (The English edition is out of print).
Duchêne argues that the traditional concept of alliance is irrelevant in the nuclear age and that the Atlantic nations will have to establish a still more integrated partnership of equals.

Duroselle, J-B., and **Rostow, E. V.:** *Les Nations Atlantiques—Convergence ou Divergence?* Institut Atlantique, Paris, 1967. In English: *The Atlantic Nations—Converging or Diverging?*
Monographs prepared for a Transatlantic Colloquium held at Royaumont (France).

Eppstein, John; Tusa, John; Pick, Otto: *American Foreign Policy.* (*World Survey*, Main Series, No. 4, April 1969. The Popular Series edition, published simultaneously, contains an extract from the former, entitled *America and Europe.*) Atlantic Education Trust, London, 1969.
Contains an examination of the evolution of the American attitude towards Europe during the past decade. Suitable for the latter years of secondary education.

Fromont, Jacques: *La politique étrangère des Etats-Unis à l'égard de l'Europe Occidentale, de 1945 à 1955.* Editions Labor, Bruxelles, 1967.
A dispassionate analysis of U.S. initiatives.

Gelber, Lionel: *The Alliance of Necessity—Britain's Crisis, The New Europe and American Interests.* Robert Hale, London, 1967.
A book about the position of Britain, torn between a European and an American alignment. The author argues in favour of the latter.

Giordano, Renato: *La Nuova Frontiera.* Il Mulino, Bologna, 1959.
The author makes a fascinating comparison between the situations in Europe and America after the Second World War: in the U.S. isolationists oppose outward-looking forces, in Europe Atlanticists oppose nationalists and Communists.

Heater, Derek: *The Cold War.* Oxford University Press, London, 1965.
Objective and well-written chronicle of the crises and the policies of the politicians and NATO. Suitable for intermediate age secondary school pupils.

Huntley, James Robert: *The NATO Story.* Manhattan Publishing Company, New York, 1969.
Explains the development of NATO over twenty years, what it does today and its significance for the people of Western Europe and North America.

Jacobs, Norman: *Making Foreign Policy in a Nuclear Age.* Vol. 1: Government and Public Opinion; Vol. 2: Challenges to U.S. Foreign Policy. In *Headline Series*, Nos. 171 and 172, New York, June and July, 1965. 65c. each.
Both of these excellent volumes (each 64 pp) are primarily concerned with U.S. foreign policy; the first examines the provisions of the Constitution, and the internal influences on the decision-making process. The second analyses external pressures and U.S. initiatives.

Kimball, John Clark (Ed.): *NATO and the Defence of Europe.* (Issues in United States Foreign Policy.) Department of State Publication 8476, September, 1969. Available from the Superintendant of Documents, Washington D.C., 20402.

A 32-page explanation of the history of NATO and its role as a deterrent to the pressures of the Soviet Union.

Kissinger, Henry A.: *The Troubled Partnership—a Reappraisal of the Atlantic Alliance.* McGraw-Hill, New York, 1965, for the Council on Foreign Relations.
An enquiry into the political, economic and military future of the Alliance.

Lippman, Walter: *L'Unité Occidentale et le Marché Commun.* Julliard, Paris, 1962.
This controversial collection of newspaper essays argues that European integration has created a bloc with excessive economic strength which ought to assume a larger share of the defence burden of NATO and seek an Atlantic free trade area.

Mulley, F. W.: *The Politics of Western Defence.* Thames and Hudson, London, 1962.
An evaluation of the Atlantic Alliance, it deals clearly with NATO's successes and shortcomings, with notes on nuclear strategy and disarmament.

Seabury, Paul and **Wildavsky, Aaron (Eds.):** *U.S. Foreign Policy—Perspectives and Proposals for the 1970s.* McGraw-Hill, New York, 1969.
Contains essays of high standard on American policy towards Europe.

Western Europe and the U.S.—Towards a New Relationship? Chapter 5 in Great Decisions 1969, published for the Foreign Policy Association, New York, by Allyn and Bacon, Boston, 1969.
Useful short account of the political and economic relationship.

4. AMERICAN STUDIES TEXTBOOKS AND BACKGROUND READING

For the Teacher

Angermann, Erich: *Die Vereinigten Staaten von Amerika.* (Weltgeschichte des Zwanzigsten Jahrhunderts, Band 7). Deutscher Taschenbuch Verlag, München, 1966.
A dispassionate history also suitable for advanced students.

Barlett, Irving H.: *The American Mind in the Mid-Nineteenth Century.* Routledge and Kegan Paul, London, 1968. (Also available in the same edition in Paperback.)
A scholarly introduction to American attitudes a hundred years ago.

Billington, R. A.: *Westwood Expansion—A History of the American Frontier.* Collier-Macmillan, New York, 3rd edn., 1966.
A monumental and authoritative work on this subject.

Bird, Roland: *Canada with Trudeau. The Economist Brief Booklet, No. 7.* The Economist, London, 1968. 2s. 6d.
A brief but highly informative 24 page account of the state of the Canadian nation and its economic and political prospects.

Borden, Morton: *Parties and Politics in the Early Republic 1789–1815.* Routledge and Kegan Paul, London 1968. (Also available in Paperback).
One of a series of Routledge analyses of controversial aspects of U.S. history, this book is most suitable as background reading for the teacher.

Clawson, Marion; Held, Burnell, and **Stoddard, Charles:** *Land for the Future.* Oxford University Press, London, 1960.
A monumental work, it provides perhaps the best guide to understanding the problems connected with American land resources and their exploitation.

Cohen, Saul B. (Ed.): *Geography and the American Environment.* Voice of America Forum Lectures. Voice of America, Washington, 1968.
A sophisticated study of the inter-relationship between man and his environment in contemporary America; it includes sections devoted to 'The Transportation Network and the Changing American Landscape', 'The Geography of Poverty', etc. Originally a series of broadcast lectures, this publication is now available in limited numbers from U.S.I.S. offices.

Collier, John: *Indians of the Americas.* Mentor Books, Signet Books, New York, 1959.
Paperback edition of a comprehensive and authentic history of the tribes of North and South America.

Congressional Quarterly Services, Washington D.C., publish ten textbooks on aspects of U.S. domestic or foreign policy. Perhaps the most useful of these in European schools are:
China and U.S. Far East Policy 1945–67, a Review of the Events, Personalities and Issues Affecting U.S. Involvement with China, Formosa, Korea and Viet Nam. $5.95.
Global Defense, U.S. Military Commitments Abroad. $2.95.
Revolution in Civil Rights. $2.95.

Federal Economic Policy (*survey of developments in economic policy since World War II*). $2.95.
Politics in America 1945–1968 (elections related to major national and international events, trends in party strength, the electoral college, etc.) $2.95.
Conkin, Paul K.: *The New Deal.* Routledge and Kegan Paul, London, 1968. (Also available in paperback from the same publisher).
This book is in the Routledge American History Series in which scholars examine themes in U.S. history which have presented problems of interpretation.
Corbett, Edward M.: *Quebec Confronts Canada.* Johns Hopkins University Press, Baltimore, 1968.
A serious and detailed study, perhaps the best of its kind.
Cunliffe, Marcus: *George Washington—Man and Monument.* Collins, London, 1959.
A critical but not cynical biography.
The Nation Takes Shape, 1789–1837. Chicago University Press, Chicago History of American Civilization Series, Chicago, 1959.
A concise essay on the emergence of American 'national characteristics'.
Fabre, Michel: *Les Noirs Américains.* Armand Colin, Paris, 1968.
Fraser, Blair: *The Search for Identity—Canada, 1945–1967.* Doubleday, Garden City, New York, 1967.
A readable survey by one of Canada's leading journalists.
Glock, Charles Y. and **Siegelman, Ellen**: *Prejudice U.S.A.* Praeger, New York, 1969. $2.50. Pall Mall Press, London, 1969. 50s.
Examines prejudices of Whites towards Negroes and Puerto Ricans. Describes the effect of these prejudices in the fields of education, business, the mass media and other institutions, and evaluates possible practical remedies.
Greer, Scott: *The Emerging City—Myth and Reality.* Free Press of Glencoe, New York, 1962.
An original and stimulating attitude towards American urban development.
Guérin, Daniel: *Le Mouvement Ouvrier aux Etats-Unis 1867–1967.* Maspero, Paris, 1968. A history of the labour movement and its social impact.
Handlin, Oscar: *The Uprooted.* C. A. Watts, London, 1951.
A sensitive account of the experiences of the immigrant struggling to establish new roots.
Hodge, Frederick W.: *A Handbook of American Indians North of Mexico.* Pageant Books, New York, 1959.
An encyclopaedia of Indians.
Howland, R. D.: *Some Regional Aspects of Canada's Economic Development.* Queen's Printer, Ottawa, 1958.
An authoritative examination of Canada's regional achievements.
Kefauver, Estes: *In a Few Hands.* Pantheon Books, New York, 1965. Penguin Books, Harmondsworth, 1966. 6s.
A controversial book which claims to reveal an alarming concentration of economic power in the U.S.A.
King, Martin Luther: *Stride Towards Freedom.* Gollancz, London, 1959.
Collection of speeches.
Chaos or Community. Hodder and Stoughton, London, 1968.
A moving statement of the principles of the non-violent struggle for civil rights.
Lacour-Gayet, Robert: *Histoire du Canada.* Fayard, Paris, 1966.
A comprehensive, important study in depth.
Mailer, Norman: *The Armies of the Night.* Weidenfeld and Nicolson, London, 1968.
Miami and the Siege of Chicago. Weidenfeld and Nicolson, London, 1968.
Two excellent insights into American politics—critical journalism presented as a novel.
Masnata, Francois: *Pouvoir blanc, révolte noire. Essai sur la tradition démocratique aux Etats-Unis.* Payot, Paris, 1968.
Useful analysis of the negro struggle for equal rights.
Mighell, Ronald L.: *American Agriculture—Its Structure and Place in the Economy.* Chapman, London, 1955.
A comprehensive and attractively written analysis.
Morison, S. E. and **Commager, H. S.**: *The Growth of the American Republic.* Oxford University Press, London, 5th edn., 1962.
The basic, comprehensive reference history, for the teacher.
The New York Times publishes three vast collections of books of value to American Studies Teachers:
I. Eyewitness Accounts of the American Revolution (published for the *New York Times* by the Arno Press, New York).

Over sixty volumes of documentation and source material containing many of the most significant personal reports on late eighteenth century America, including:
Carrington, H. B.: Battles of the American Revolution—Battle Maps and Charts of the American Revolution.
Jones, Thomas: History of New York during the Revolutionary War.
Burgoyne, John: A State of the Expedition from Canada, as Laid Before the House of Commons, 1870.

II. The American Immigration Collection

Over forty specialised studies collected under the guidance of Oscar Handlin, Charles Warren Professor of American History at Harvard and author of 'The Uprooted'. They include:
Byrne, Stephen: Irish Emigration to the United States (1873).
Faust, Albert: The German Element in the United States (1927).
Foerster, Robert F.: The Italian Emigration of Our Times (1919).

III. Quadrangle Books

These are suitable for senior secondary school students or teachers of international affairs; titles include:
Dalfiume, Richard M. (Ed.): American Politics Since 1945.
Divine, Robert A. (Ed.): American Foreign Policy Since 1945.
O'Neill, William (Ed.): American Society since 1945.
Seligman, Ben: Permanent Poverty—An American Syndrome.
Hicks, Granville: The Great Tradition—An Interpretation of American Literature since the Civil War.

Nye, R. B. and **Morpurgo, J. E.:** *The Birth of the U.S.A.* Penguin Books, Harmondsworth, New edn. 1970.
The Growth of the U.S.A. Penguin Books, Harmondsworth, New edn. 1970.
Two dispassionate and straightforward accounts.

Potter, David M.: *People of Plenty.* Chicago University Press, Chicago 1954.
Attempts to show the influence on the American people of their state of sustained economic prosperity.

Priestland, Gerald: *America—the Changing Nation.* Eyre and Spottiswoode, London, 1968.
An excellent examination of the crises facing America today in the domestic and foreign spheres.

Remond, René: *Histoire des Etats-Unis.* Presses Universitaires de France, 5e edition, Paris, 1968.

Schoenthal, Klaus: *Der Neue Kurs—Amerikas Aussenpolitik unter Kennedy 1961–1963.* Deutscher Taschenbuchverlag, München, 1964.

Semidei, Manuela: *Les Etats-Unis et la révolution cubaine 1959–1964.* Armand Colin, Paris, 1968.

Sidey, Hugh: *John F. Kennedy—Portrait of a President.* André Deutsch, London, 1964.
Written before the assassination, this is nevertheless a good account. It lacks the wealth of detail of Schlesinger's 'Thousand Days', but is perhaps more dispassionate than this work.
A Very Personal Presidency—Lyndon Johnson in the White House. Atheneum, New York, 1968. André Deutsch, London, 1968.
A readable insight into the character of Johnson, suitable for a wide range of readers.

Ver Steeg, Clarence L.: *The Formative Years—1607–1763.* Macmillan, London, 1965. In the Making of America Series. 63s.
A good deal of original research has gone into this account of the early settlements. Contains maps and tables.

Ubbelohde, Carl: *The American Colonies and the British Empire 1607–1763.* Routledge and Kegan Paul, London 1969. (Also available in paperback).
An interpretative work in depth, by a specialist in this field of U.S. history.

Valtz, Loretta Manucci: *I nuovi americani.* Edizioni della Voce, Roma, 1968.
A study of immigration into the U.S.

Watson, J. Wreford: *North America, Its Countries and Regions.* Longman, London, 1963.
A compendious standard geography, primarily for reference.

Wehrenberg, Walter: *U.S.A. Weltmacht Wider Willen?* Vowinckel-Verlag, Neckargemünd, 1966.

White, Theodore H.: *The Making of the President 1968.* Jonathan Cape, London, 1969. Atheneum, New York, 1968.
A detailed insight into the complexities of presenting a Presidential candidate to the voting public and planning the campaign. The author has also written 'The Making of the President 1964' and 'The Making of the President 1960', for the same publisher.

Wiltz, John E.: *From Isolation to War 1931–1941.* Routledge and Kegan Paul, London, 1969. (Also available in paperback from the same publisher.)
The author, a specialist in this field, examines a short period of U.S. history in which a fundamental change in attitudes occurred.
Wright, Esmond: *Fabric of Freedom 1763–1800.* Hill and Wang, New York, 1961.
A serious study of the influence of revolution and political conflict on the creation of an American nation.

For the Student

La Bataille de la Maison Blanche, Dossiers AFP. Robert Laffont, Paris, 1968.
A well-chosen collection of Agence France Presse despatches on Protest and the Presidency in America.
Beloff, Max: *Thomas Jefferson and American Democracy.* Hodder and Stoughton, London, 1948.
A well-written account of the significance of the career of Jefferson for the development of the United States in the early 19th Century. For the latter years of secondary education.
Berrier, Jean-Claude: *Les Etats-Unis.* Nathan, Paris, 1967.
A good introduction from a geographical standpoint.
Chilton, Charles: *The Discovery of the American West.* Paul Hamlyn, London, 1970.
Lavishly illustrated but moderately priced paperback, suitable for most years of secondary education.
Churchill, Winston S.: *History of the English-speaking Peoples.* Vol. II, The Great Republic 1815–1865. Cassell (Paper), London, 1966.
Has the Churchillian style and also appeals to younger readers.
Coatsworth, Elizabeth: *Indian Encounters.* Macmillan, New York, 1960.
A narrative of considerable literary value, affording a deep insight into the nature of the Amerindian.
Cammiade, Audrey: *Franklin and the War of American Independence.* Methuen, London, 1967.
Lincoln and the American Civil War. Methuen, London, 1967.
Spirited accounts of the men and their influence on their times.
Cooke, David C.: *Indians on the Warpath.* Dodds-Mead, New York, 1957.
Simple accounts of Indian leaders who fought wars against the white man in defence of their land and peoples.
Dodds, John W.: *Everyday Life in Twentieth Century America.* Putnams, New York, Batsford, London, 1965.
How technological revolutions and other developments since 1900 have influenced the life and home of the American.
Dubs, Rolf: *Volkswirtschaftslehre, Eine Wirtschaftsbürgerkunde für Mittlelschulen und zum Selbststudium.* Fehr'sche Buchhandlung, St Gallen (Switzerland), 1967.
Examines the problems of the national and the international economy, thereby touching on America's relationship to Europe.
Les Etats-Unis (Collection Monde et Voyages). Larousse, Paris, 1967.
A good introduction for a wide range of readers.
La Farge, Oliver: *The American Indian.* Golden Press, New York, 1960.
A beautifully illustrated history of the North American Indian suitable for all ages.
Fox, E. W.: *An Atlas of American History.* Oxford University Press, London, 1964.
This and a similar work by E. B. Wesley (see below) are perhaps the most suitable for use by senior secondary pupils.
Freymond, Jacques: *Western Europe Since the War—A Short Political History.* Frederick Praeger, New York, 1964.
Indispensable for any senior secondary school course covering this period.
Glum, Friedrich: *Die Amerikanische Demokratie : Geschichte, Verfassung, Gesellschaft, Politik.* Bouvier Verlag, Bonn, 1966.
Graham, Gerald S.: *A Concise History of Canada.* Thames and Hudson, London, 1967. 35s.
A readable and well-illustrated account, suitable for the latter years of secondary education.
Griffin, Paul F.; Young, Robert N.; Chatham, Ronald L.: *Anglo-America—a Regional Geography of the United States of America and Canada.* Fearon, New York, 1962 (Netherlands) 1963.
Guerrand, R. H.: *Peaux-rouges et pionniers du Nouveau-Monde.* Editions du Temps, Paris, 1967.
Suitable for a wide range of younger readers.

Helms, E.: *Die Jüngste Geschichte der Vereinigten Staaten.* Niedersächsische Zentrale für Politische Bildung, Hannover, 1966.
A study suitable for advanced pupils.
Herdman, T.: *Atlantic to the Great Lakes.* Longman Colour Geographies Series, London, 1958.
This is Unit 12 in a series of short well-illustrated paperbacks for younger children. Others in the Series are 'Unit 13: The Prairies', 'Unit 14: North American Cities', 'Unit 15: West Indies and the Gulf Coast'.
Hill, C. P.: *A History of the United States.* Edward Arnold, London, new edn., 1966.
An authoritative outline from Columbus to the 1960s. Perhaps the best work of its kind available in English.
den Hollander, A. N. J. and **Skard, Sigmund (Eds.):** *American Civilisation—An Introduction.* Longman, London, 1968.
Written for European readers and in particular university students and teachers, this book contains seventeen contributions on history, economics, political and legal structure, the arts, etc.
Honeybone, R. C. and **Graves, N. J.:** *North America.* Heinemann Educational, London, 1966.
Factual geographical account with illustrations, charts and tables, for older pupils.
Jacobs, Norman: *Making Foreign Policy in a Nuclear Age.* Vol. 1: Government and Public Opinion; Vol. 2: Challenges to U.S. Foreign Policy. In *Headline Series*, Nos. 171 and 172, New York, June and July, 1964.
Excellently presented for schools, illustrated, with 'questions for discussion'. Both volumes (each 64pp) are primarily concerned with U.S. foreign policy; the first examines the provisions of the Constitution, and the internal influences on the decision-making process. The second analyses external pressures and U.S. initiatives.
Martell, John: *The Twentieth Century World.* Harrap, London 1969.
Excellent explanation, for the secondary school pupil, of the rapid evolution of today's international society. Sound chapters on America.
Mead, W. R. and **Large, D.:** *United States of America.* Ward Lock Educational, London, 1961.
A fresh approach to geography, explaining the subject by examining the experiences of individuals working in industry and agriculture in different parts of the U.S.A.
Monkhouse, F. J. and **Cain, H. R.:** *North America.* Longmans, London, 1969.
Each natural region is analysed in terms of its physical background, its settlement and its economic development and problems, in this textbook for the intermediate years of secondary education.
Mowry, George E.: *The Urban Nation.* Macmillan, London, 1967.
A good account for advanced pupils of recent American history by an authoritative scholar.
Nevins, Allan: *A History of the American People from 1942.* Oxford University Press, London, 1965.
A well-written outline for older secondary school pupils.
Nichols, Roy F.: *The Stakes of Power—1854–1877.* Macmillan, London, 1965. In the Making of America Series. 50s. £2.50p.
An original and stimulating interpretation of the Civil War era.
Paterson, J. H.: *North America—a Geography of Canada and the United States.* An impressive and comprehensive study for the advanced student or the teacher. Oxford University Press, London, 1965.
Contains analyses by regions and by human aspects (population, industry, agriculture, etc.)
Rogers, William C.: *A Guide to Understanding World Affairs.* Oceana Publications, Dobbs Ferry (N.Y.), 1966.
A highly recommended introduction to the subject.
Röpke, Wilhelm: *Internationale Ordnung.* Eugen Rentsch-Verlag, Erlenbach (Switzerland), 1945.
Contains a chapter entitled 'Die Überragende Rolle der Vereinigten Staaten'.
Sealy, Kenneth R. and **Rees, Henry:** *Regional Studies of the United States and Canada.* Harrap, London, 1968.
A comprehensive regional geography for senior pupils.
Spanier, John W.: *American Foreign Policy since World War II.* Frederick Praeger, New York, Pall Mall Press, London, new edn., 1965.
A concise but extremely perceptive survey of post-war U.S. foreign policy and its problems.
Thistlethwaite, Frank: *The Great Experiment—an Introduction to the History of the American People.* Cambridge University Press, 1955.

A successful explanation of the forces which influenced American history and of its peculiarly American character. For the senior secondary school.

U.S.A.—Its Geography and Growth. John Murray, 3rd edn., 1960

An excellent work, suitable for a wide range of secondary school pupils, it surveys the industry, agriculture, topography, etc. of America region by region. Generously illustrated. Schools edition contains 124 pages, but costs only 12s. 6d. ($1.50).

Washington Square Press publishes a Paperback series entitled *Problems of American Society.* (Price per volume 75c. 60c. for more than 20 copies of any one volume). Titles include:

The Negro in the City; Civil Rights and Civil Liberties; The Traffic Jam; Poverty and the Poor; Air and Water Pollution; Crime and Juvenile Delinquency.

Each volume is illustrated and contains a supplementary section of readings, and questions for discussion.

Wesley, E. B.: *Historical Atlas of the United States.* George Philip, London, 1956.

Very similar to the atlas by E. W. Fox, q.v.

Western Europe and the U.S.—Towards a New Relationship? Chapter 5 in Great Decisions, 1969, published for the Foreign Policy Association, New York, by Allyn and Bacon, Boston, 1969.

Useful short account of the political and economic relationship.

Wiebe, Robert: *The Search for Order—1877–1920.* Macmillan, London, 1967. In the 'Making of America' Series.

An important work on late nineteenth century history for senior pupils.

Wiltse, Charles M.: *The New Nation—1800–1845.* Macmillan, London, 1965. In the 'Making of America' Series.

An interpretation of the years from the emergence of Jefforsonian democracy to the tragedy of sectional bitterness.

The following materials for a secondary school American Studies course were suggested by Mr. John Edie :

Allen, Frederick Lewis: *Only Yesterday—An Informal History of the 1920s.* Harper and Row, New York, 1957.

Highly recommended. Not a study in depth, but attractively recreates the atmosphere of the 'Twenties'.

Brown, Richard C. (Ed.): *The Human Side of American History.* Ginn & Co. (Backbay, P.O.B. 191, Boston, Massachusetts 02117), Boston, 1962. $1.60.

The first genuinely *human* account of this kind.

Curriculum Resources Inc. publish, in co-operation with Scott Foreman, Chicago, a series known as *Economic Forces in American History.* (7 Vols. $1.28 each). From this series:

Davis: The Growth of Industrial Enterprise, 1860–1914, is particularly recommended.

A further Curriculum Resources series is *Studies in Economic Issues,* from which the following are particularly recommended:

Daugherty: Understanding Economic Growth.

Lovenstein: Capitalism, Communism, Socialism—Comparative Economic Systems.

Goldman, Eric: *The Crucial Decade and After—America 1945–1960.* Vintage Books, Random House, New York (457 Madison Avenue, New York, N.Y. 10022), 1956. Obtainable in the U.K. from Transatlantic Book Services.

A superlative book, extremely popular with students, on post-World War II U.S.A.

D. C. Heath & Co. (285 Columbus Ave., Boston, Massachusetts 02116), publish the following series for schools:

I. Basic Concepts in History and Social Studies (6 Vols.) The following are particularly recommended:

Lyons, Thomas T.: Realism and Idealism in Wilson's Peace Program.

Roehm, A. Wesley: The Status Revolution and the Progressive Movement.

II. New Dimensions in American History (5 Vols.)

This is a series of primary sources using the enquiry approach. The following were particularly useful:

Merrill, Edward H.: Responses to Economic Collapse—the Great Depression of the 1930s. $1.32.

The 1920s: Rhetoric or Reality?

III. Problems in American Civilisation (*Amherst Series*) (43 Vols.)

The series presents contrasting points of view on controversial issues in American civilization. Four volumes have been used successfully with competent students:

John D. Rockefeller: Robber Baron or Industrial Statesman?
The New Deal—Revolution or Evolution?
The Turner Thesis—Concerning the Role of the Frontier in American History.
Desegregation and the Supreme Court.

Holt, Rinehart & Winston, of 383 Madison Avenue, New York, N.Y. 10017, offer the following American Studies textbook collections:

I. American Problems Series (21 Vols. $0.88 each).
Probably the best work in this collection is:
Schattschneider: Political Parties and Democracy.

II. American Problem Studies (9 Vols. $1.50 each).
Especially valuable is:
Bugg, James: Jacksonian Democracy—Myth or Reality?

McGraw-Hill, Webster Division (1154 Reco Avenue, St. Louis, Missouri 63126) publish:

Voices from America's Past Series (14 Vols. $0.88 each). Includes:
Turbulent Times—America in the Nuclear Age (1946–1962). The Cold War, 1946–1961.

Robinson, Donald W. (Ed.): *As others See Us—International Views of American History.* Houghton Mifflin Co., Boston, 1969.
Selections from the American History textbooks of some 31 countries; the aim is to eliminate bias in the teaching of the subject.

Shannon, David A.: *The Great Depression.* (Eyewitness Accounts of American History Series, 12 Vols., $1.95 each). Prentice-Hall, Englewood Cliffs, New Jersey 07632.
An outstanding collection of primary sources on the Depression.

The following titles were submitted by Mr M. W. Scarrow and present a Canadian view of North American Studies:

Peart and **Schaffter:** *The Winds of Change.* Ryerson Press, Toronto.
Winks, R. W.: *Canada and the U.S.* Clarke, Irwin & Co., Toronto.

Elements of an American Studies course for younger secondary pupils, provided by Mrs Marjorie Wilkerson:

Books for Teachers
Thistlethwaite, F.: *The Great Experiment.* Cambridge University Press, 1955.
Very good for both ideas and statistics; simple, clear style.
Wesley, E. B.: *Historical Atlas of the United States.* George Philip, London, 1961.
Brogan, D.: *America in the Modern World.* Hamish Hamilton, London, 1961.
Hill, C. P.: *History of the United States.* Edward Arnold, London, 1942.
Morpurgo, J. and **Nye, R. B.:** *History of the United States of America.* 2 vols. Penguin Books, Harmondsworth.
Nevins, A.: *A History of American People.* Oxford University Press, 1942.
His work on earlier periods tends to be dated, (e.g. in its attitude to Indians, etc.)

Visual Material:
The Time/Life Library of America. (For details of Time/Life books see Appendix *Some Addresses for Teaching Aids and Information.*)
Treats different sections of America in different books. There is always a historical chapter with good pictures.
Film Strips: *History of the United States* (series). Visual Information Services, 12 Bridge Street, Hungerford, Berkshire.
Films: e.g. *Abraham Lincoln.* Gateway Educational Films, and others in Central Film Library (see below for address), can be hired.

Gramophone Records:
Abraham Lincoln.
Gramophone record His Master's Voice XLP 40004, gives biography and some extracts from speeches.

Recommended for the School Library:
Commager, H. S.: *A Picture History of the United States.* George Philip, London, 1961.
Clark, W. van T.: *The Oxbow Incident.* Random House, New York; Eyre and Spottiswoode, Four Square, London.
Wilder, P.: *Book of American Frontier History.*
Allt, A. H.: *The American Civil War.* (Then and There Series). Longman, London.
Catton, B.: *Penguin Book of American Civil War.* Penguin Books, Harmondsworth, 1966.
Allen, F. L.: *Only Yesterday.* Harper and Row, New York, 1957.
Hope, J. F.: *From Slavery to Freedom.* Alfred Knopf, New York, 1956.

Sample Class Work on Work on Period Circa 1890:
Projects and private work.

1. Make a U.S. map showing the following, e.g.
   (a) Mississipi and Great Lakes; (b) The two great barriers—the Appalachian Mountains and the Rockies; (c) Lakes.
   Name
   (a) One of the original 13 States; (b) A prairie state; (c) A Far West state.
   Mark New York, Chicago and one other large town.
   (d) Draw in one trans-Continental railway; (e) Find out some areas mentioned in the lesson and print in on map, e.g.
   (i) Iron ore round Lake Superior; (ii) Coal and steel round Pittsburgh; (iii) Wheat, maize, cattle on Prairies.
   (f) Shade lightly the old Southern states. Label one Southern town and one Southern crop.

2. Study routes of railroads to West, (a) the North Pacific; (b) the Central Pacific; (c) the Atlantic and Pacific; (d) Texas and Pacific.
   Write down the names of one or more towns you know or have heard of on *each* of them.
   List as many songs o. the railroads as you can find, e.g. Casey Jones, John Henry, etc.
   What other folk tunes of American origin do you know? (e.g. cowboy songs).

3. Imagine yourself a settler in the 'Western prairies' in the 1890s.
   (a) List the iron and steel goods you would need on your land or in your home. Name the iron/steelworker owner who supplied most; (b) List the goods you would have to get by railway or railway mail; (c) List the things railroads might take away from your farm; (d) List some of the many different nationalities you might meet as settlers in the area around you.

4. Consider the position of an immigrant, speaking no English, landing in America with little money in about 1890. What would be his chief problems? Food, shelter, clothes, jobs? How do you think you would go about solving them? Remember it is 1890.

5. Do a class project on America between 1870 and 1900 (e.g. life on the great cattle ranches, share-cropping in the Southern states, the South after the war, the plains farmer, the growth of New York, Pittsburgh, Chicago, San Francisco, the life of rich and poor in the big cities, costume of period, Indians, transport, entertainment, etc.)

6. Discuss in class the effect that:
   (a) railways; (b) electricity; (c) oil; (d) the motor car had on American life and history.

7. Make a class book, writing and 'researching' in pairs, about inventions and inventors, writers, business men of the period around 1900, e.g.:
   1875 First refrigerated railway truck; 1876 Bell patents the telephone; *or* Andrew Carnegie, Thomas A. Edison.

8. Tape Recordings:
   A pre-election interview in 1900. A team of interviewers ask different Americans what they want the President and Government to do for America, e.g. a farmer, a miner, a steel worker from Homestead, a New York immigrant, a rich banker, an old established 'New Englander', a negro slave (why no vote, etc.?).

The following books were suggested by Mr Stephen Goodyear and are suitable for an American Studies course with an Economics emphasis :

Beard: *The Republic.* Viking Press, New York.
Bogart: *Economic History of the American People.* Longman, London.
Boulding, K. E.: *Economic Analysis.* Harper & Row, London and New York (2 vols.), 1966.
Dalton, B. J. *Origins of the American Civil War.* Warne's Modern Histories, London, 1968.
Galbraith, J. K.: *American Capitalism.* Penguin Books, Harmondsworth, 1963.
The Great Crash. Penguin Books, Harmondsworth, 1961.
Larkin, P. J.: *U.S.A. and Russia* (Twentieth Century World History Series). Hulton, London, 1968.
Livingstone, J.: *Britain and the World Economy.* Penguin Books, Harmondsworth, 1966.
Moore, W. G.: *The World's Wealth.* Penguin Books, Harmondsworth, 1947. (o.p.)
Mueller, M. G.: *Readings in Macroeconomics.* Holt, Rinehart and Winston, New York, 1966.
Park, C. W.: *The Population Explosion.* Heinemann, London, 1965.
Packard, Vance: *The Waste Makers.* Penguin Books, Harmondsworth, 1963.
Samuelson, Paul A.: *Economics.* McGraw-Hill, New York, rev. edn. 1967.

5. HOW TO TEACH ABOUT AMERICA

Baxter, Maurice G., Ferrell, Robert H., and **Wiltz, John E.:** *The Teaching of American History in High Schools.* Indiana University Press, Bloomington, 1964.
An attack on current teaching methods.
Billington, Ray Allen, *et al.: The Historians' Contributions to Anglo-American Misunderstanding.* Hobbs Dorman, London, 1966. Routledge and Kegan Paul, London and New York.
Report of a committee which found evidence of national bias in Anglo-American history texts.
Brown, W. Burlie: *United States History—A Bridge to the World of Ideas.* American Historical Association, Service Center for Teachers Series, Washington, 1962.
An original and stimulating work, it offers a model plan for an American history course at secondary level.
Eisenstadt, A. S. (Ed.): *The Craft of American History : Selected Essays.* 2 vols. Harper and Row, New York, 1966.
Prominent American historians discuss the presentation of American history in book form today.
Evans, W. D. Emrys: *American Literature at Haberdashers' Aske's School, Elstree.* In *Men and Societies—Experimental Courses in the Humanities and Social Sciences.* Edited by Robert Irvine Smith. Heinemann Educational, London, 1968.
A practical account of teaching methods and materials used, and results obtained.
Foreign Policy Association, New York: *The U.S. and Foreign Trade,* in *Intercom,* Vol. 10, No. 3, May-June, 1968. Useful facts and source materials for teachers. (*Intercom* is now published by the Center for War/Peace Studies.)
Teaching World Affairs Tomorrow, in *Intercom,* Vol. 9, No. 5, September-October, 1967.
Simulation Games for the Social Studies Classroom, in *New Dimensions,* Vol. 1, No. 1, 1968. Contains details of several simulation games particularly applicable to the teaching of American politics, geography or economics.
Teaching the Comparative Approach to American Studies, in *New Dimensions,* No. 3 1969. "We must teach our students to view their country's history in terms of a world

setting and in the light of contemporary concerns" says Stanley Seaberg in this invaluable guide.

Gutschow, Harald: *Zum Problem der Auswahl, Deutung und Wirkung Amerikakundlicher Lehrbuchinhalte.* In Bd. XIV, 1969, *Jahrbuch für Amerika-Studien.* Herausgegeben von Carl Winter. Jährlich, Universitätsverlag, Heidelberg.
The Jahrbuch is generally relevant, and the above paper is of particular interest.

Hartz, Louis: *American Historiography and Comparative Analysis.* In: *Comparative Studies in Society and History.* (Editor: Sylvia Thrupp). Mouton & Co., Netherlands, Vol. 5.
A discussion of the presentation of U.S. history in a world context.

Henderson, James L.: *Education for World Understanding.* Pergamon Press, Oxford, 1966.
Contains useful guidance on the methodology of teaching modern studies. Case Studies have some relevance for teaching about American foreign policy.

Herskowitz, Herbert and **Marlin, Bernard:** *A Guide to Reading in American History : The Unit Approach.* New American Library, New York, 1966.
More than a bibliography: American history textbooks are evaluated and grouped in categories, facilitating the use of the unit approach in planning courses.

Hill, C. P. and **Harris, P.J.:** *The U.S.A. —Notes on a Course for Secondary Schools.* Historical Association, London, 1967 (rev. ed.)
Only 32 pages, but an invaluable work, containing brief sketches of important episodes in U.S. history, suggestions for the teacher and a list of teaching aids.

Hofstadter, Richard; Miller, William and **Aaron, Daniel:** *The Structure of American History.* Prentice-Hall, Englewood Cliffs, 1964.
A basic guide for teachers with an annotated bibliography at the end of each chapter.

The **Internationales Schulbuchinstitut Braunschweig** produces a number of comprehensive reports evaluating history textbooks and teaching in various fields. The most relevant in this context are:

Eckert, Georg und **Schüddekopf, Otto-Ernst:** *Die USA im Deutschen Schulbuch.* Schriftenreihe des Internationalen Schulbuchinstituts, Band 3., Albert Limbach Verlag, Braunschweig, 1958.
Contains papers examining the presentation of America in West German geography, history, English and literature textbooks, plus a draft American studies syllabus.

Amerikakunde im deutschen Lehrbuch—Ergebnisse der 4. amerikanisch-deutschen Tagung, Braunschweig, 27. Juni bis 1. Juli 1961. Im Internationalen Jahrbuch für Geschichtsunterricht, Band 9, 1962. Albert Limbach Verlag, Braunschweig, 1962.
Concentrates on the teaching of American literature in West German schools, with descriptions of numerous classic texts.

Joint Council on Economic Education, New York, publishes a number of guides for teachers, some of which give advice on how to teach on a given economic subject. Titles include:

Calderwood, James D.:

Economic Themes in United States History—A Resource Bulletin for Teachers. $1.00.
Case studies show economics material incorporated in American history courses. Economic growth, the role of business and the economic role of government are examined.

Economics Readings for Students of Eighth Grade United States History. (With Teacher's Manual.)
Prepared by the Developmental Economic Education Program of Pittsburgh. $3.50.
Economic concepts are used as tools to analyse historical events.

Kellum, David F.: *An Interpretations Approach in High School, American History.* Teachers College Press, Teachers College, Columbia University, New York, 1968.

Long, Harold M. and **King, Robert N.:** *Improving the Teaching of World Affairs : The Glen Falls Story.* National Council for the Social Studies, Washington, 1964.
Describes an experiment in teaching world affairs from an interdisciplinary angle in a secondary school in New York State.

National Council for the Social Studies: *The Study and Teaching of American History.* Seventeenth Yearbook of the National Council for the Social Studies, Ed. by Richard E. Thursfield. National Council for the Social Studies, Washington, 1947.
A scholarly and comprehensive collection of papers.

Interpreting and Teaching American History. Thirty-first Yearbook of the National Council for the Social Studies, Edited by William H. Cartwright and Richard L. Watson. National Council for the Social Studies, Washington, 1961.
Presents new interpretations of various periods of American history and offers alternative teaching approaches.

Scott, John A.: *Living Documents in American History*. Washington Square Press, New York, 1963.
An American teacher offers selected historic documents as a tool for teaching American history.
Selakovich, Daniel: *Problems in Secondary Social Studies*. Prentice-Hall, Englewood Cliffs, 1965.
A useful guide to teaching about contemporary American social conflicts. Treats such problems as the slums, unbridled capitalism, freedom v. security in government, etc.
Wächtler, Kurt: *Das Amerikanische Englisch in der Schule*. Langenscheidt Mitteilungen für Philologen, Sonderheft Nr. 3. Berlin (West) 1963.
American English—for teachers of English in West German secondary schools.
Walford, Rex: *Games in Geography*. Longman, London, 1967.
The example which follows illustrates the approach followed by this author.

An Example of an illustrative Teaching Tool

Railway Pioneers: An Operational Game

1. The game is one in which players or groups of players assume the roles of railway companies in the U.S.A. in the mid-19th century. They build transcontinental railroads from Chicago westwards to chosen goals on the west coast and attempt to maximise profits. In British schools, it appears most suitable for 13–14 year olds.
2. The aims of the game include:
   (a) to understand in general the problems that face railway builders, e.g.:
   to appreciate the importance of taking the physical environment into account (mountains, rivers, passes, etc.);
   to highlight the importance of trade and revenue which accumulates from settlements on which the line is built;
   to realise that chance factors of various kinds can affect plans;
   to understand the effect that competition can have on considered route decisions;
   (b) to help the pupil's geographical and historical understanding of the U.S.A. through familiarity with aspects of its physical and human geography in the course of the game, (e.g. to realise more clearly that the land was settled westwards, to discover some of the 'chance' occurrences that affected railways in their building, etc.);
   (c) to encourage co-operative decision-making and discussion of problems in the classroom as a desirable activity.

Basic Ideas

The Reality	*The Game*
A. There were several fiercely rival railroads in the U.S.A. in the 1860s. Each sought to reach the Pacific.	Teams form themselves into Company Boards, and are given a *Company Deed* with a name. Each member of the team can (if desired) adopt a specific role, e.g.: Treasurer: to keep balance sheet. Surveyor: to plan the route. Detective: to watch the plans of rivals. Secretary: to record decisions. Chairman: to control meetings.
B. The companies sought profitable routes but faced the problems of difficult terrain, and of the need for revenue.	The game is played on a map which represents the terrain of the Central and Western U.S.A. The map is divided into squares, and each square is marked with a number. The number represents the assumed *cost* of building through that square. (Thus to build across high mountains is more expensive than across flat plains).
C. They faced the difficulty of bringing large rivers such as the Mississippi and the Colorado.	To build across rivers costs an extra 3 units for bridge construction.

D. They sometimes deviated to include existing settlements on the line, from which profitable trade could be gathered (e.g. shipping cattle from the head of the Texas trails).	It is possible to gain revenue from squares which are ringed in green and marked as settlements (e.g. Kansas City, Omaha, Denver, etc.): Squares vary in cost from 2 to 10 units; squares vary in gain from 5 to 25 units per round.
E. The American continental railroads were built on a land-grant system. For every mile of track built, they were given six miles of country on either side as an encouragement to build. This gave them exclusive ownership of land.	When companies occupy squares, they are considered to 'own' that square. This does not apply to any town squares or to squares within 2 of Chicago. But if a company enters a square *second* it receives only one-fifth of any trade revenue marked for that square. If one company wishes to build *across* the line of another (possibly because of changed plans or a fear of being cut off) it has to pay 10 units to the company whose line is crossed.
F. Various economic crises hit the railroads during building. Some built too quickly with too little capital and were near-bankrupt as a result.	Companies are given a 'starting capital' on their deed cards, plus an income of 15 units each month. (1 unit = 10,000 dollars approximately). They can decide how much to spend on building each month, but will also need to keep a reserve of money in their treasury in case of a Chance Factor.
G. Chance factors, such as the opposition of Indians, freak climatic conditions, disasters, strikes, etc. also pushed up costs.	Two Chance Factor cards are drawn out at the end of each round. No company may spend more money than it has available in its balance sheet, i.e. it may *not* go into debt. If Chance Factors cause debt, companies must cease building until regular income puts them in business again.

6. AMERICAN LITERARY TEXTS AND CRITICISMS

Note: most titles in this section appear under numerous imprints, and are frequently reissued.

This senior school American literature reading list was provided by Mr. J. R. Avery:

Henry Adams: *The Education of Henry Adams: An Autobiography* (1907).
Truman Capote: *In Cold Blood.*
Raymond Chandler: *The Simple Art of Murder.*
W. Van Tilburg Clark: *The Oxbow Incident* (1940).
Hart Crane: *Brooklyn Bridge.*
Stephen Crane: *The Red Badge of Courage* (1895); *Maggie, a Girl of the Streets* (1893).
Cunliffe, Marcus: *The Literature of the United States.*
Penguin Books, Harmondsworth, 1961 (rev. edn.)
Theodore Dreiser: *An American Tragedy* (1925).
James T. Farrell: *Studs Lonigan—A Trilogy* (1932–35).
William Faulkner: *Light in August* (1932).
Fiedler, Leslie: *Love and Death in the American Novel.*
Secker and Warburg, London, 1960.
F. Scott Fitzgerald: *The Great Gatsby* (1925); *The Last Tycoon* (1941); *Tender is the Night* (1934); *The Crack Up* (1945).
Robert Frost: *Poems.*

Geismar, Maxwell: *Writers in Crisis.*
Allen and Unwin, London.
(Part of a series, published 1942–1958, of analyses of American literature; other titles include 'Rebels and Ancestors', 'American Moderns').
Nathaniel Hawthorne: *The Scarlet Letter* (1850); *The Marble Faun* (1860); *The House of the Seven Gables* (1851); *The Blithedale Romance* (1852).
Ernest Hemingway: *The Sun Also Rises* (1925; title of 1927 British edition: 'Fiesta'); *For Whom The Bell Tolls* (1940); *A Farewell to Arms* (1929); *To Have and To Have Not* (1937); *The First Fortynine Stories* (1939); *Across the River and into the Trees* (1950); *A Moveable Feast* (1964).
Henry James: *The Portrait of a Lady* (1881).
James Jones: *The Thin Red Line* (1962).
Jack Kerouac: *On the Road* (1968).
Sinclair Lewis: *Babbitt* (1922).
Jack London: *The Sea Wolf* (1904); *The Iron Heel* (1907); *The Call of the Wild* (1903).
Robert Lowell: *Life Studies* (1959).
Norman Mailer: *The Naked and the Dead* (1948).
Herman Melville: *Moby Dick* (1851); *Typee* (1846).
Arthur Miller: *Death of a Salesman* (1949).
Henry Miller: *The Air-conditioned Nightmare* (1945).
Francis Parkman: *Montcalm and Wolfe* (1864).
John Dos Passos: *Manhattan Transfer* (1925); *U.S.A.—A Trilogy* (1930–36).
Edgar Allan Poe: *Tales of Mystery and Imagination* (1908).
J. D. Salinger: *Catcher in the Rye* (1951).
John Steinbeck: *The Grapes of Wrath* (1939).
Mark Twain: *The Adventures of Tom Sawyer* (1876); *The Adventures of Huckleberry Finn* (1885); *A Connecticut Yankee in King Arthur's Court* (1889); *The Tragedy of Puddin' head Wilson* (1894).
Robert Penn Warren: *All The King's Men* (1946).
Tennessee Williams: *A Streetcar Named Desire* (1947); *Cat on a Hot Tin Roof* (1955); *Night of the Iguana* (1963).
Thomas Wolfe: *Look Homeward Angel* (1929).

Additional Titles:

Henry Adams: *Democracy* (1879). New American Library, New York, 1961.
A satirical novel about political chicanery and corruption in Washington.
James Baldwin: *The Fire Next Time.*
Partly autobiographical, this ardently-written essay conveys the intensity of the fires of race conflict burning in the U.S.
Go Tell It on the Mountain (1954). Michael Joseph.
This novel vividly recreates the atmosphere of Harlem.
The Amen Corner. Powerful play about a Harlem preacher.
Art Buchwald: *. . . And Then I Told the President—The Secret Papers of Art Buchwald* (1964). Weidenfeld and Nicolson.
An anthology of light-hearted and witty comment on the U.S. political scene.
James Fenimore Cooper: *The Pioneers* (1823); *The Last of the Mohicans* (1826); *The Deerslayer* (1840). (Numerous editions.)
Dramas of the pioneer era before the opening up of the West.
Joseph Heller: *Catch 22* (1962). Jonathan Cape, Pan Books, London.
A biting satire about the U.S. Air Force and military values.
Ernest Hemingway: *The Old Man and the Sea.* Jonathan Cape, London, 1952. 10s. 6d.
Apparently little more than a profound short story but perhaps Hemingway's greatest work.
James Jones: *From Here to Eternity* (1952). Collins, London.
The loneliness, brutality and moments of compassion of the U.S. Army for its G.I.s. Set in a barracks in Hawaii just before Pearl Harbor.
Norman Mailer: *Miami and the Siege of Chicago* (1968). Weidenfeld and Nicolson, London, 1968.
Violence at the Party Conventions. Journalism brilliantly presented as a novel.
Matthieson, F. O. (Ed.): *The Oxford Book of American Verse.* Oxford University Press, London, first published 1950.
A well-selected anthology.

Margaret Mitchell: *Gone With the Wind* (1936). Macmillan, New York and London.
Best-selling tragedy set in Georgia at the time of the Civil War chronicles the lives of Scarlet O'Hara and Rhett Butler. Few readers are put off by its great length.
Eugene O'Neill: *Long Day's Journey into Night* (1941). *The Iceman Cometh* (1946).
Two later works of one of America's finest dramatists.
S. J. Perelman: *The Most of S. J. Perelman* (1959). Heinemann.
Excellent collection of the works of one of America's greatest humourists.
H. Wouk: *The Caine Mutiny* (1951). Jonathan Cape, Pan Books, London.
Clash of characters aboard a U.S. warship.

7. SOURCES OF RELEVANT ECONOMIC AND DEFENCE STATISTICS

United States:

U.S. Department of Commerce, Washington, D.C. 20230
International Commerce Bureau : Foreign Economic Trends and their Implications for the United States. Annual.
Bureau of the Census : Statistical Abstract of the United States 1969. 90th Annual Edition. An extremely comprehensive directory on all economic aspects.
Office of Business Economics: Survey of Current Business. Monthly.
(Provides useful statistics on transnational investment among the 'Atlantic' countries, usually in its October issue.)
Congressional Joint Committee on the Economic Report, Washington, D.C. 20510: Economic Indicators. Monthly.

Europe:

United Nations Economic Commission for Europe : Economic Survey of Europe (Annual). (Obtainable from the Office of Public Information, United Nations, New York.)
Statistical Office of the European Communities, Centre Louvigny, P.O. Box 130, Luxembourg.
Has numerous books and periodicals in English, French, Italian, German and Dutch, including Basic Statistics of the Community (Annual).
European Free Trade Association, 1211 Geneva.
Ninth Annual Report of the European Free Trade Association, Geneva, September 1969. Numerous other publications in the languages of the Area.

General:

Office of Public Information, United Nations, New York.
Year Book of the United Nations. 1969 Edition.
International Bank for Reconstruction and Development, 1818 H Street, N W., Washington D.C. 20433. Europe: 4 Ave de Iéna, Paris 16e.
World Bank—International Development Association, Annual Report.

Defence Statistics

Atlantic Institute, Paris : See Sections on the 'Atlantic Economy', 'Atlantic Defence', and under 'Some Addresses for Teaching Aids and Information'.
Institute for Strategic Studies, 18 Adam Street, London, W.C.2. **The Military Balance.** Annual.
NATO Information Service, Bruxelles 39
Aspects of NATO. Simple explanatory booklets, frequently reprinted.
NATO Facts and Figures (1969). Impressive directory of all activities of the Alliance.
Numerous other publications, including those suitable for classroom use, as well as wallcharts and films, may be obtained from the NATO Information Service. (See some addresses for Teaching Aids and Information).

Some addresses for Teaching Aids and Information

ATLANTIC INFORMATION CENTRE FOR TEACHERS, *23/25 Abbey House, 8 Victoria St. London, S.W.1.*
For general assisstance and information on world affiars teaching.
ATLANTIC INSTITUTE, *120 rue de Longchamp, Paris 16e.*
For materials (books, pamphlets, etc.—see above sections) of a high standard on Atlantic economic affairs and defence questions.
BUCKINGHAM LEARNING CORPORATION, *160–08 Jamaica Avenue, Jamaica, New York 11432.*
Produces a number of specialised books on the position of the Negro in American society, as well as kits with a similar type of content for classroom use. Kits contain 5 colour filmstrips, 5 records, posters, textbooks and a teacher's manual.
Kit No. 1 : Black Americans in Government.
Kit No. 2 : Black Civil Rights Leaders.
Book titles include: 'The Black Identity Crisis', 'A W. E. B. Dubois Reader', 'Black Men in Chains—An Anthology of Slave Narratives'.
CENTRAL FILM LIBRARY, *Government Building, Bromyard Avenue, London, W.3.*
Has a large stock of documentary films. Titles include: 'Robert Frost', 'Woodrow Wilson', 'In Search of Lincoln'.
Films are hired at a charge of 9s. 0d., per day per reel black-and-white and 16s. 0d. per day per reel colour.
CONCORD FILMS COUNCIL, *Nacton, Ipswich, Suffolk, U.K.*
Produces chiefly documentary films on U.S.A. dealing with such subjects as civil rights, nuclear weapons, the student revolt, the trade unions. (Catalogue obtainable for 2s. 6d., 30c.)
CONTEMPORARY FILMS, *267 West 25th Street, New York, N.Y. 1000 ; 14 Soho Square, London, W.1.*
Distributors of feature films. Titles include *High Noon, Spirit of the People, The Naked and the Dead.* Catalogue obtainable for 2s. 6d., 30c.
ENCYCLOPAEDIA BRITANNICA FILMS, *1150 Wilmette Avenue, Wilmette, Illinois.*
Distributed in the U.K. by Rank Film Library, 1 Aintree Road, Perivale, Greenford, Middlesex. Encyclopaedia Britannica have a wide range of films and filmstrips, principally on literature and history. A 15 minute sound film may be hired for £1, $2.40. Titles include:
The American Revolution (film).
The Civil War in America (film).
EUROPEAN ASSOCIATION FOR AMERICAN STUDIES.
This is a group of scholars representing 11 European countries, founded in Salzburg in 1954 with the object of furthering in Europe the study of the civilization of the United States.
The Chairman is *Professor A. N. J. den Hollander, Institute for American Studies, University of Amsterdam, O.Z. Achterburgwal 185, Amsterdam C.* Other Members of the Executive Committee are: Professor Max Silberschmidt, (University of Zürich); Dr Howell Daniels, Editor of the EAAS Newsletter (*Institute of United States Studies*, University of London, 31 Tavistock Square, London W.C.1.); Professor Roger Asselineau, (University of Paris); Professor Dr Ursula Brumm (John F. Kennedy Institut für Amerikastudien, Free University of Berlin); Professor Maldwyn Jones (University of Manchester); Professor Agostino Lombardo (University of Rome); Professor Sigmund Skard (University of Oslo); Professor Heinrich Straumann (University of Zürich); Mr Frank Thistlethwaite (University of East Anglia, Norwich); Professor Richard Pear (University of Nottingham).
Publications include:
Jahrbuch für Amerikastudien (Heidelberg, Deutsche Gesellschaft für Amerikastudien), *Mitteilungsblatt der Deutschen Gesellschaft für Amerikastudien.* Published for the Deutsche Gesellschaft für Amerikastudien by Rudolf Germer, Kiel University.
Books on America for Teenagers; *Books on America for Sixth Forms*; *Books on America : American History*; *Books on America : American Literature*; *Books on America : American Economic History and Geography*; *Books on America : American Government, Politics and Sociology.* All published by the British Association for American Studies.
Journal of American Studies. Published for the British Association for American Studies by Cambridge University Press.

Enquiries to the Secretary, BAAS, Dr Charlotte Erickson, 30 Hartham Road, London, N.7.

American Studies in Scandinavia. Published by the Nordic Association for American Studies, Section of American History, Uppsala University, St Larsgatan 2, 752 20 Uppsala, Sweden.

Studi Americani (Centre of American Studies, Rome).

EUROPEAN COMMUNITY PRESS AND INFORMATION, *200 rue de la Loi, 1040 Bruxelles.*

Offices in:

United States:	European Community Information Service, 2100 M Street N.W., Washington D.C. 20037; 2207 Commerce Building, 155 East 44th Street, New York, N.Y. 10017.
United Kingdom:	European Community Press and Information, 23 Chesham Street, London, S.W.1.
France:	Bureau d'Information des Communautés Européennes, 61 rue des Belles-Feuilles, 75 Paris 16e.
Germany:	Presse- und Informationsstelle der Europäischen Gemeinschaften, 53 Bonn, Zitelmannstrasse 11.
Italy:	Ufficio Stampa e Informazione delle Comunità Europe, Via Poli 29, Roma.
Netherlands:	Voorlichtingsdienst van de Europese Gemeenschappen, Alexander Gogelweg 22, Den Haag.
Switzerland:	Bureau d'Information des Communautés Européennes, 72 rue de Lausanne, Genève

European Community Press and Information has a wide range of materials suitable for classroom use, including explanative booklets, teaching kits, filmstrips, etc. Its monthly journal is called *European Community* (*Communauté Européenne*) and appears in U.S., British, French, Italian, German, Dutch and Spanish editions (U.S. edition from Washington office, Spanish edition from Brussels head office). Further material on the Community may be obtained from the Statistical Office of the European Communities, Centre Louvigny, P.O. Box 130, Luxemburg, Statistical Office books and periodicals (published in English, French, Italian, German and Dutch) are however purely statistical in content and are not recommended for use by schoolchildren.

EUROPEAN FREE TRADE AREA, *Information Department, 9–11 rue de Varembé, 1211 Genève 20.*

In North America: EFTA Information Office, suite 714, 711 Fourteenth Street N.W., Washington D.C. 20005. Publishes a large number of materials in English, French and German, some of which are suitable for classroom use (e.g. colour transparencies), and many of which are free of charge. Publications include:

EFTA—what it is . . . what it does (leaflet, frequently reprinted).

Building EFTA (full account of aims, functioning and history; available in all EFTA languages except Icelandic).

Nine Countries, One Market (readable illustrated booklet explaining EFTA).

Periodicals:

EFTA Bulletin (nine issues per year).

EFTA Reporter (fortnightly; produced for North America).

FOREIGN POLICY ASSOCIATION INC., *345 East 45th Street, New York, N.Y. 10017.*

The Foreign Policy Association has three main publications for schools:

Headline Series (monthly). Relevant Titles: 'Making Foreign Policy in a Nuclear Age', 'The Multinational Corporation' (see above).

New Dimensions (an irregular pedagogic journal in the world affairs and social studies field). Relevant titles: 'Teaching the Comparative Approach to American Studies' (see above).

Great Decisions (annual survey of several critical areas of the world). Relevant titles: 'Great Decisions 1969' (see above, section on textbooks and background reading).

HULTON EDUCATIONAL PRODUCTIONS, *55 Saffron Hill, London, E.C.1.*

Produces a series of eight filmstrips entitled 'Regional Geography of America', for sale at 30s., $3.60, each.

INSTITUT FUR FILM UND BILD IN WISSENSCHAFT UND UNTERRICHT, *8000 München 22, Museumsinsel 1, West Germany.*

Also in West Berlin: 1000 Berlin 37, Schützallee 27–29.

Offers for sale a number of films and filmstrips, principally geographical, dealing with North America. Titles include:

Auf dem St. Lorenz-Seeweg nach Chikago, Kanadas Erwachender Norden, Ein Arbeitstag

in New York, Tabak aus Virginia (Films). *USA I : Atlantische Küste des Nordostens und Grosse Seen, USA V : Kalifornien und der Ferne Westen* (Filmstrips).
Within Germany these films and filmstrips can also be hired through numerous Landesbildstellen, the addresses of which are given in full in the Institute's catalogue.

JOINT COUNCIL ON ECONOMIC EDUCATION, *1212 Avenue of the Americas, New York, N.Y. 10036.*
This non-profit-making body publishes a variety of aids for American secondary schools. European teachers may find them of some use. (Also distributes Developmental Economic Education Program maerial).

McGRAW-HILL PUBLISHING CO., EDUCATIONAL RECORDS DEPARTMENT, *Shoppenhangers Lane, Maidenhead, Berkshire.*
In the U.S.A.: *Spoken Arts, Inc., Locust Avenue, New Rochelle, N.Y.*
Issue many reasonably priced long-playing records of readings from American Literature. Authors include Vladimir Nabokov, S. J. Perelman, Edgar Allan Poe, Herman Melville, Mark Twain, Walt Whitman, H. W. Longfellow.

NATIONAL AUDIOVISUAL CENTER, *National Archives and Records Service (GSA), Washington D.C. 20409.*
A central information, sales and distribution point for most U.S. Government films, filmstrips and other audiovisual aids. The archives contain over 3000 films and filmstrips; a catalogue is obtainable on request.

The NEW YORK TIMES LIBRARY SERVICES AND INOFRMATION DIVISION, *Dept. LC–69, 229 West 43rd Street, New York, N.Y. 10036*
publish in co-operation with Arno Press, Dept. 40, 330 Madison Avenue, New York, N.Y. 10017, large collections of American Studies texts and source materials (see above), section on Textbooks and Background Materials for the Classroom). Collection titles include: *The American Negro—His History and Literature*; *Eyewitness Accounts of the American Revolution*; *The American Immigration Collection.*
For those who can afford $65 per year, the Library Services and Information Division produces 8 new black-and-white filmstrips each year, which are supplied with a long-playing record giving a narration of events and a discussion. There is also a teacher's manual with each filmstrip.
Some titles for the 1969–70 school year: 'Prosperity Without End', 'The Alienated American', 'Who Shapes American Foreign Policy?'

NATO INFORMATION SERVICE, *Bruxelles 39.*
The Information Services publishes numerous books, pamphlets, charts, films, etc. on all aspects of the Alliance in the languages of member countries. Many of these materials are sent free on request.
Books and Pamphlets:
NATO Facts and Figures/OTAN Documentation (1969) (impressive directory of the structure and activities of the Alliance).
NATO Handbook/Manuel de l'OTAN (shorter version of the above, more suitable for schools and free of charge).
Aspects of NATO/Aspects de l'OTAN (useful short guides).
Periodical:
NATO Letter (monthly). *Nouvelles de l'OTAN*, and also in other languages.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, *Château de la Muette, 2 rue André Pascal, 75 Paris 16e.*
For a wide range of detailed economic information, some of which, e.g. *OECD At Work/OCDE à l'Oeuvre*, a 150 page paperback explaining OECD's activities, are free on request. Regular publications include:
OECD Observer/L'Observateur de L'OCDE (bi-monthly); *OECD Economic Outlook/Perspectives Économiques de l'OCDE* (half-yearly); *Main Economic Indicators/Principaux Indicateurs Économiques* (monthly).

PICTORIAL CHARTS EDUCATIONAL TRUST, *132–138 Uxbridge Road, London, W.13.*
Offers for sale a number of colour wallcharts dealing with North America:
U.S.A.—Government and People (set of four), *Canada*, etc.

RANK FILM LIBRARY, *1 Aintree Road, Perivale, Greenford, Middlesex, U.K.*
Has a large stock of feature and documentary films.

SOCIAL STUDIES SCHOOLS SERVICE, *10.000 Culver Boulevard, Culver City, California.*
Sales centre for a very large stock of teaching aids of all kinds dealing with social studies and world affairs.

THE EUROPEAN-ATLANTIC MOVEMENT, *7 Cathedral Close, Exeter, Devon, U.K.*
T.E.A.M. is a non-profit educational foundation concerned with enlarging under-

standing of the social, economic and constitutional development of the European and Atlantic communities. It publishes the following educational materials (inter alia):
The All-in-One Guide to European-Atlantic Organisations (a brief description of all the institutions of Western co-operation).
The European and Atlantic Communities—A Guide to Source Materials and Teaching Aids (an inexpensive handbook providing information on books, films, filmstrips, conferences and speakers, etc.).
The Changing Pattern of the Western World (wallchart).

TIME/LIFE BOOKS, *Time/Life Building, Rockefeller Center, New York, N.Y. 10020*; *Time/Life Building, New Bond St., London, W.1.*

Time/Life produces books on the United States notable chiefly for their numerous high quality illustrations. They provide very useful visual material for the classroom.
The United States (n.d.); *Time/Life Library of America* (1964). (Series dealing both with America as a whole and with the various regions.)

UNITED STATES INFORMATION SERVICE

Offices in Europe and Canada have addresses in most cases synonomous with that of the American Embassy. These include:
Canada : 100 Wellington Street, Ottawa, Ontario.
United Kingdom : Grosvenor Square, London, W.1.
Ireland : 42 Elgin Road, Dublin.
France : 3 avenue Gabriel, 75 Paris 8e.
Germany : Mehlmer Avenue, Bad Godesberg.
Italy : Via Vittorio Veneto 119, Roma.
Belgium : 27 boulevard du Régent, Bruxelles.
Switzerland : Jubiläumsstrasse 93–95, Bern.
Denmark : Dag Hammarskjöld Allee, København.
Norway : Drammensveien 18, Oslo.

Teachers in the Netherlands should contact the Netherlands-America Centre, Museumplein, Amsterdam.
USIS offices usually have quite a wide range of informative literature on the United States and may be able to offer advice on audio-visual aids, lecture speakers, etc.

The WEMYSS FOUNDATION, *200 West Ninth Street, Wilmington, Delaware 19801.*

Has a broad range of American Studies publications; offers grants to students and scholars.

ATLANTIC EDUCATIONAL PUBLICATIONS

The World and the School. A handbook for teachers of current international affairs published three times a year.
Annual subscription: £1 10 0 or U.S. $3.60

World Survey. Monthly monographs on selected topics of international interest or countries. Popular Series combines extracts from the Main Series with maps or pictures.
Annual Subscription: Main Series £1 15 0 or U.S. $4.50. Popular Series £1 6 0 or U.S. $3.30

Crisis Papers on events of international importance produced when required, are supplied free to subscribers to *The World and the School* and to Corporate Subscribers to *World Survey.* Subscriptions to the *Crisis Papers* only are 15 shillings (by air mail to North America U.S. $3.30) for seven consecutive issues.

Details of special corporate rates, air mail charges and bulk order rates on request.

REPORTS FROM THE ATLANTIC INFORMATION CENTRE FOR TEACHERS

1966 *Teaching Economics in Secondary Schools.* Report of the 6th Atlantic Study Conference on Education, Lisbon. Out of Print

1968 *National Stereotypes—an Educational Challenge.* Report of an international Seminar for Secondary School Teachers, Elsinore. 5 shillings $0.60

1968 *Interdisciplinary Studies in Secondary Schools.* Report of the 7th Atlantic Study Conference on Education, Frascati. 8 shillings $1.00

For further information about these publications write to:
Atlantic Information Centre for Teachers, 23/25 Abbey House, 8 Victoria Street, London, S.W.1, England.

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